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ABSTRACT

Teacher developed activities for elementary and junior high school students provide instruction in citizenship, civil governments, law in a free society, and the consequences for disobedience of the law. Part 1 contains 13 activities for lower elementary students. Games, questionnaires, discussions, checklists, and attitude scales reinforce students' awareness of responsibility to others, need for authority, enforcement of rules, the principal as the main school authority, and vandalism. In Part 2, 23 lessons for upper elementary school students focus on classification of common crimes, rules, sense of justice, the effect of crime on a community, knowledge of specific laws, vandalism, drugs, theft, and juvenile justice. Activities include listening to local law enforcement officials, role play about rules and feelings, creative writing about justice, checksheets, discussions of specific laws, and values clarification. Part 3 contains lessons for junior high school students and an "Introduction to Law" short unit. Students examine the relative nature of right and wrong, differing points of view, and differing interpretations of the same laws through value scales, mock trials, and group rules. The short course covers the nature of the law and consequences of crime. The document refers to specific Florida legislation and resources. (KC)

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LAW EDUCATION LESSONS

GRADE 4-8

Charles H. Couch
Superintendent

Aquilina C. Howell
Assistant Superintendent
for Instruction

School Board

George Anderson
Donna Harper
Richard Merrick
Emily Millett
Bill Wilson

This is a publication of the
Division of Instructional Services

Virginia L. Lawrence, Coordinator of Secondary Education

February, 1983

SO 014 669

INTRODUCTION

From the beginning of civilization, human beings have needed a means of settling conflicts. A clash of interests could always be settled by the basic method of combat — the strongest or the most clever imposing their will upon others. But persons came to see that combat was not a fair or just method. It ignores rationality, ignores moral concepts of right and wrong, and yields uncertain outcomes.

Generally, persons and societies have come to see order and justice as important criteria for settling conflicts within nations. This desire for order and justice has provided two social devices — law and courts. The law consists of announced rules by which human beings advanced notice of their rights and responsibilities, warns them of the role and concerns of government, and lays out the natural and legal consequences of transgressing the law. The courts are involved in settling conflicts and in applying the law to specific cases. Law enforcement agencies, of various types, are used to aid in crime prevention and in bringing to court those who transgress the law. Society also maintains systems for dealing with those among us who have been found guilty of violating the law — among many systems are prisons, youth homes, jails, "training schools," half-way houses, and "community control" officers.

The attempt to develop and maintain social order through law, courts, law enforcement, and criminal justice systems is complex and expensive. It absorbs the attention of many citizens and more than a few of the tax dollars of all citizens.

One way to develop and preserve social order, lessening the cost of criminal justice and law enforcement, is effective law education for children, youth, and adults in our society. Since 1978, the Florida Legislature has encouraged public schools to provide programs for law education. The Legislature and the Department of Education want students to learn the duties and rights of citizens, the principles of civil government and our constitutions, the meaning of law in a free society, and the consequences to the individual and society for disobedience of the law.

During the Fall, 1982, a group of teachers met on a regular basis to learn about the law and to prepare — as part of that training — some lessons to be used with Leon District social studies students. This booklet presents those lessons for: 1) your use in the classroom, and 2) your interest in furthering law education with the students in the Leon School District.

— Virginia L. Lawrence
Coordinator/Secondary
Education
Leon District Schools

TEACHER/AUTHORS:

Becky Alexander, Astoria Park Elementary School
Herbert Ballard, Raa Middle School
Doris R. Camp, Astoria Park Elementary School
Carla Cramer, Academic Resource Center
Mary Dixie, Pineview Elementary Schools
Loretta M. Haddad, Kate Sullivan Elementary School
Debbie Rice, Nims Middle School
Carol Senesac, Kate Sullivan Elementary School
Imogene Terry, Oak Ridge Elementary School

TEACHER/EDITORS:
Rodney F. Allen, Florida State University, Tallahassee, Florida
Russell H. Landry, Florida High School, Tallahassee, Florida

PROJECT DIRECTOR:
Virginia L. Lawrence, Coordinator/Secondary Education
Leon District Schools, Tallahassee, FL 32304

Support for this project was provided by the Law Education Program, directed by Dr. Randall Garrett Felton, PH.D., and John Wheeler, Department of Education, The State of Florida, Tallahassee.

This project was designed by Josie Speed, Coordinator/Secondary Education, retired, Leon District Schools, and Larry Carmichael, Coordinator of Special Projects, Leon District Schools, Tallahassee, Florida.

FUNDAMENTAL SKILLS IN LAW-EDUCATION FOCUSED UPON THE CONSEQUENCES OF CRIME AND RULE-BREAKING

1.0 Law and Human Behavior in Social Systems

1.1 Stating the functions of rules/laws in a society or social institution

1.11 Social rules = written or unwritten social expectations about human behavior

1.12 Laws = formal, written rules regarding human behavior which are enforced by the power of government authority

1.2 Explaining social expectations which develop in a society in terms of general norms affecting everyone and role-specific expectations, affecting those persons as they play specific social roles

1.3. Explaining the process of making legitimate, written rules/laws in a society or social institution, in terms of decision-makers, power, and authority

1.4 Defining the fundamental concepts by examples and by attributes in school and family rules and in those laws enforceable in the juvenile and criminal justice systems

1.5 Defining the fundamental processes of legitimate rule/law enforcement within the school environment and within the environments of the juvenile and the adult criminal justice systems

1.6 Projecting the alternative courses of action open to law enforcement personnel, school authorities, and officials in the juvenile and criminal justice systems in dealing with ajudicated rule/law breakers

1.7 Explaining how individuals, groups, and authorities use social rewards and non-rewards (punishments) to support social rules/laws and to promote rule/law following behavior

1.8 Explaining the responsibilities of citizens toward reasonable rules/laws, and citizen duties toward legitimate authority and law enforcement personnel

1.9 Evaluating rules/laws in terms of their functions, purposes, clarity, and practical consequences

2.0 Law and Specific Social Situations

2.1 Recalling what the rules/laws are in a given social situation

2.2 Comprehending what a specific law says, translating the rule/law into one's own words

2.3 Applying the specific rule/law to a specific case situation (real or hypothetical) to see if the rule/law applies in that situation and to determine if the rule/law has been violated, explaining one's conclusions

2.4 Defining by examples and attributes the concepts in a specific rule/law

2.5 Predicting the consequences of violating or following a rule/law for all of those potentially affected, including the society at large

2.6 Identifying the "victims" of rule/law violations, and predicting the consequences of them (e.g., feelings, self-concept, changes in life situation, etc.)

2.7 Explaining the procedures for dealing with rule/law violators in a) schools, b) the juvenile justice system, and c) the adult criminal justice system

2.8 Projecting the alternative course of action open to persons responding to rule/law violators, and the purposes of these responses (ranging from revenge and punishment to restoring the web of social reciprocity)

2.9 Identifying reasonable actions open to school authorities and law enforcement personnel in delaying with rule/law violators, and to list the key factors which influence their judgments about appropriate actions (e.g., prior record, attitude, restitution, intent, etc.)

2.10 Taking and justifying a position on what should be done in a specific case of rule/law breaking, and on a public policy issue about rules/laws and their enforcement

2.11 Projecting the alternative courses of action open to persons and groups in a situation where the persons or groups decided to break the rule/law

2.12 Explaining the reasons for a specific rule/law in terms of a) who benefits, b) an assessment of the advantages and disadvantages of that rule/law, and c) a prediction about how life would be different without this rule/law

2.13 Evaluating the application of a rule/law in social settings, in terms of consistency, fairness, and consequences

LOCAL RESOURCES

Tallahassee Police Department
234 East 7th Avenue
222-0765

Leon County Sheriff
1117 Thomasville Road
222-4740

Florida Highway Patrol Director
Neil Kirkman Building
488-6517

Florida Highway Patrol Station
Mahan Drive (90 East)
488-8676

Florida Department of Law Enforcement
502 North Adams Street
488-7880

Federal Bureau of Investigation
Barnett Bank Building
224-4107

Florida Parole and Probation Commission
Leon County Courthouse
Room 211
488-1653

Federal Correctional Institution
Capital Circle, E.
878-2173

Terrell House
115 West Call Street
224-3370

Criminology Department
Florida State University
644-4050

Criswell House
Route 4, Box 6234
488-1605

Florida State Attorney's Office
Lewis State Bank Building
488-6701

Florida Division of Corrections
201 Bryant Building
488-5021

PART I

LAW LESSONS FOR YOUNGER CHILDREN

LESSON I

TITLE: INTRODUCTION -- THE NEED FOR RULES*

OBJECTIVE: The student will demonstrate awareness of the necessity of laws in a civilized society.

PROCEDURES: Use games to instruct students in the function of law in society.

Activity A.*

Select 6 players (volunteers).

Give each player a token of some sort. (you may use a toy, new pencil, coin, or any other item that is attractive to the children).

Tell the group that it has 45 seconds to decide on a game using the token or toy.

Answer no questions.

At the end of 45 seconds, stop the activity, take the token or toy away from the 6 players, and declare one of the players the winner.

At this point there should be confusion, hurt feelings, and even anger.

Ask the children to give reasons why they did not enjoy the game. The responses should be that the game has no rules and that the choice of a winner was unfair.

Now, ask students if they would be satisfied with a game that has rules. When they respond affirmatively, go to Activity B.

Activity B.

Form 2 teams of 6 students each. Tell each team it is to pass a ball from the front of a row to the back. The first team that completes the ball passing wins. Begin as soon as children tell you they understand the rule.

Stop the game immediately and change the rules. Tell the teams that you really meant for each team member to bounce the ball once before passing it back. Begin.

Stop the game immediately. Insists that the ball must be bounced and them passed over the right shoulder. Begin.

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*Some activities borrowed from the Law Education Program, Duval County Schools, Maurice P. Shuman, Director.

Stop the game immediately. Insist on another rule such as each child singing "This Land is Your Land" and bouncing and passing the ball in rhythm.

Continue with rule changes as long as the teams will tolerate rule changes.

Ask if the group enjoyed the game. Lead students to realize that rules are necessary, that rules must be reasonable, and that rules are of little value if they are constantly changed.

Activity C.

Read the following story to your students. Ask them to raise their hands every time they think a law or rule applies.

Jerry jumped out of bed wide awake. He grabbed his alarm clock and shook it.

"Wow! I'm going to be late for school," he shouted, as he raced to the bathroom. He seized his toothbrush, squeezed a liberal amount of tooth paste on the bristles, and scrubbed his teeth vigorously for 1 minute. Then he peeled off his pajamas, stood under a warm shower for 2 minutes, lathered soap on a washcloth, and scrubbed the back of his neck - the spot he knew Mother would check first.

After a quick rubdown with an absorbent terry cloth towel, he streaked across his room and clad his shivering frame in pre-shrunk underwear, jeans, size 7; a pullover shirt, made in Taiwan; white ribbed socks with the tips striped in school colors, bought from the school Booster's Club; a pair of sneakers; and a little league baseball cap.

A quick glance at the clock told him he had 5 minutes to gulp orange juice and shovel down one large Grade A egg, one slice of buttered whole wheat toast, two strips of government inspected bacon, and a glass of Vitamin D homogenized milk.

Mother blew him a kiss as he raced out the door. He unlocked the strap on his bike, and rode to the street. He looked carefully right and left for traffic. As soon as the street was clear, he rode his bike to the right lane of traffic and pedaled in the direction of his school. He stopped at the stop sign on the corner, signaled for a right turn, and rode down the street that led to the school.

He braked at a street light showing red, dismounted, and walked his bike across the crosswalk. A school patrol girl greeted him as he locked his bike to the bikerack.

Jerry walked into his classroom, placed his state adopted math textbook, his pencil and notebook on his desk, and checked the clock. Whee! He had three minutes to spare!

Teach students that laws and regulations govern the standardization of time, the manufacture and distribution of all products, traffic control, and school attendance.

Students may locate (with some overlaps) as many as 50 law related items.

Lead students to understand that laws and rules affect almost everything we do.

Ask students to bring to school information on products that indicate legal regulations. Suggestions are: tooth paste box, label from a T-shirt, empty milk carton or cereal box, can of tuna, driver training handbook, etc.

LESSON II

TITLE: Responsibility

OBJECTIVE: The student will demonstrate an awareness of the importance of responsibility to others.

PROCEDURES: Read the following situation to students:

There are three children in the Martin family: Mary, the oldest at 14; Bill, a nine year old who likes to have his own way; and Joe, age 12, a 6th grade student.

Joe has been earning some money lately by mowing yards and baby-sitting in the neighborhood. Joe wants to buy a red skateboard that he saw in the sports shop.

The skateboard is expensive, and Joe does not have enough money. He asks his parents to buy it for him. He insists that all his friends have one and the he needs a skateboard to be part of the group's plan for summer fun.

Joe's parents agree to buy the skateboard if Joe will agree to work, save, and pay half the price.

Joe agrees and promises to pay his share. Mr. and Mrs. Martin buy the skateboard and present it to Joe, reminding him of his promise.

School ends. Joe and his friends practice on their skateboards every day.

The boys are having so much fun that Joe forgets about his promise. He can't find time to mow yards or baby-sit. Before school was out, Joe thought about getting a job delivering newspapers, but he hasn't had time to apply.

Joe protests that he needs more time. His parents, however, are firm. They feel that Joe has had enough time and that he must meet his responsibility now.

Divide the class into 4 groups. Ask the groups to discuss what is fair from the standpoints of members of the Martin family. At the end of 10 minutes each group will select a spokesman to report the feelings of the group to the class.

Group 1. Mary: Mary is the 14 year old sister, she likes Joe very much because he lets her use his skateboard.

Group 2. Bill: Bill is the 9 year old brother. Joe says Bill is too young to use his skateboard. He would like a new toy of his own, but his parents say they can't afford it.

Group 3. Joe: Joe wants to become a skateboard champion. He needs to spend a great deal of time practicing. He promises to get a job before the summer is over and pay his share of the cost.

Group 4. Mr. and Mrs. Martin:

Joe's parents bought the skateboard expecting Joe to fulfill his promise and pay half the cost. They are concerned about his learning responsibility. They also want Joe to set a behavior example for his younger brother.

Guide students to be aware that people have different opinions on a given subject according to their point of view.

LESSON III

TITLE:	Mind Walk
OBJECTIVE:	In this exercise, pupils are asked to describe a typical day in their lives and then to hypothesize which of the activities they engage in are affected by legal constraints or legal protection. Children may not see the connection between rules and laws and feel that laws have no impact on their lives. To illustrate these connections the teacher can involve the students in a "Mind Walk."
PROCEDURE:	Teacher is to make a list of situations and ask them to pick out the activities that have legal impact and explain the impact. If you are not sure of the legal implications, this would be an appropriate time to invite or consult with a local attorney, police officer or any other law resource person. You may also wish to incorporate some role playing.

*See attached sheet for a sample "Mind Walk."

1
GOOD-U-T-NEWZ
POLLY GRAY

NAME ____________________

MIND WALK

ACTIVITY	ANY LEGAL IMPACT		
	YES	NO	HOW?
1. Walk up to alarm			
2. Use bathroom, wash, brush teeth			
3. Get dressed			
4. Eat breakfast - cereal, milk, toast, juice			
5. Walk to school - cross two busy streets			
6. Enter school			
7. Pledge to flag			
8. Buy milk/lunch ticket			
9. Receive reading instruction using textbooks			
10. Go to P.E.			
11. Eat lunch			
12. Walk home, watch T.V.			
13. Babysit for your brother and sister or neighbor			
14. Play with pet dog in your yard			
15. Go to the store to buy some goodies			

LESSON IV

TITLE: Authority

OBJECTIVE: The student will demonstrate his knowledge of a need for authority and the various forms it takes.

MATERIALS: File folder, markers, laminating paper.

PROCEDURES:

Make a folder game on authority figures. Draw figures representing the law, school rule, and home rule on the outside of the folder. You may chose to use figures cut from magazines; however, cartoon shapes are simple to draw. On the inside of the folder print the following information:

Laws regulate every part of our lives. Laws are enforced by someone in authority. We think of home and school laws as rules.

Use a marker. Identify each item as H-Home Rule, S-School Rule, L-Law.

Check your answers with the answer key written on the back of the folder.

___ 1. Bedtime is at 9:00 p.m.
___ 2. Maximum speed on the highway is 55 mph.
___ 3. Brush your teeth before leaving for school.
___ 4. Stop for all red lights.
___ 5. Put clothes on a hanger in your closet.
___ 6. Get a license to go duck hunting.
___ 7. Do not bring knives into the classroom.
___ 8. Sharpen pencils before 9:10 a.m.
___ 9. Pick up wet towels and put them in a hamper.
___10. You need a license to drive a car.
___11. Stealing items from a store is called shoplifting.
___12. Make your bed as soon as you get up.
___13. Fighting is not permitted on the playground.
___14. Cross the street at patrol posts.
___15. You may not throw rocks at windows.
___16. Chew with your mouth closed.
___17. Turn in your homework on time.
___18. Do not park your car next to a fire hydrant.
___19. No gum or candy on field trips.
___20. No running in the hallways.

NAME ____________________

NECESSITY OF LAWS AND LAW ENFORCEMENT

Identify each item as H-Home Rule, S-School Rule, or L-Law.

___ 1. Bedtime is at 9:00.

___ 2. Maximum speed on the highway is 55 mph.

___ 3. Brush your teeth every morning.

___ 4. Stop for all red traffic lights.

___ 5. No running in the hallways.

___ 6. Be in your desks when the 9:00 a.m. bell rings.

___ 7. Put clothes in your closet on hangers.

___ 8. Get a license to go duck hunting.

___ 9. Turn in your homework on time.

___10. Do not bring knives to school.

___11. Do not park your car next to a fire hydrant.

___12. Sharpen pencils in the morning before school day begins.

___13. Pick up wet bath towels.

___14. A license is needed to drive a car.

___15. Fighting is not allowed on the playground.

___16. Make your bed before leaving for school.

___17. It is wrong to steal from a store.

___18. Cross the streets only at patrol posts.

___19. Only one hour of TV each afternoon.

___20. Do not throw rocks at car windows.

Write a good safety rule for home or school.

NAME ____________________

TRAFFIC SIGNS

Match the following:

1. Stop

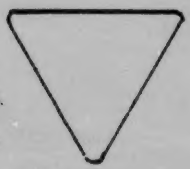
2. Yield

3. Railroad Warning

4. Warning

5. Regulatory or Information

6. Railroad Crossing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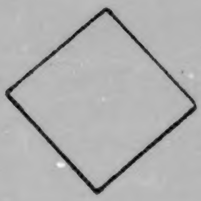
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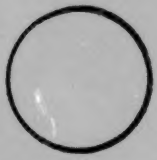
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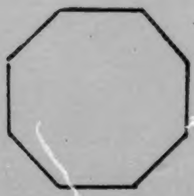
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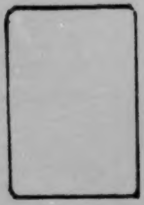
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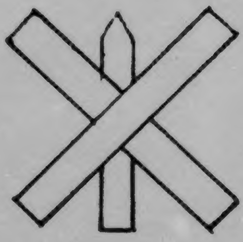
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NAME ____________________

TRAFFIC SAFETY

bicycle
cars
caution
crosswalk
emergency
go
green
information
laws
lights
listen
look
mopeds
motorcycle
pedestrian
red
safety
signal
signs
skid
slow
stop
truck
u-turn
vehicle
walk
warning
yellow
yield

I	N	C	A	R	S	S	W	A	L	P	H	I
E	N	A	S	E	D	N	G	N	E	E	R	G
E	C	L	O	C	P	I	M	N	O	E	A	W
R	D	I	W	R	O	T	P	O	T	S	F	O
G	O	S	U	O	M	U	P	Q	R	T	E	L
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N	T	E	U	S	T	C	T	A	U	I	Y	E
C	H	N	R	W	O	S	R	I	V	A	R	Y
Y	G	Y	N	A	R	I	U	L	O	N	T	E
I	I	A	Z	L	C	G	C	R	W	N	D	L
E	L	O	O	K	Y	N	K	O	F	X	I	C
L	B	K	D	O	C	A	S	A	G	F	K	I
D	C	L	J	E	L	L	S	D	H	M	S	H
S	N	G	I	S	E	B	I	C	Y	C	L	E
W	A	R	N	I	N	G	G	W	A	L	K	V

LESSON V

TITLE: School Rules and School Authority

OBJECTIVE: The student will assume the role of a school authority figure and demonstrate his awareness of the need for rules to be enforced to ensure order and safety.

PROCEDURE: Inform students of the school rule, "No Running In the Hallways."

Write on the chalkboard:
Violation of this rule carries the following punishments:

Warning - 1 to 5 days detention for 15 minutes after school hours.

Explain to students that each one is to assume the role of principal. He is to listen carefully to cases read by the teacher. Each principal is to make a determination based solely on the facts presented.

Following a discussion of each case, a vote will be taken to see how the class of "principals" feels as a group.

Case 1. Two boys are racing through the hallway. They are stopped by a teacher. The teacher asks the boys why they are running in the hallway and whether or not they know the rule prohibiting running in the hallway.

The boys state that they know about the rule, but they are late to their resource class and are worried they will miss the beginning of a film and disturb the rest of the class.

Case 2. A girl is seen racing down the hallway. She is stopped by a teacher. The teacher asks her if she knows about the rule concerning running in the hallway. The girl explains that a fellow student is hurt on the playground and the she is running to the office to get help.

Case 3. Three 5th grade boys are running down the hallway. When a teacher stops them, they explain that they need to practice the 50 yard dash for Play Day. It is raining, and they cannot practice outside.

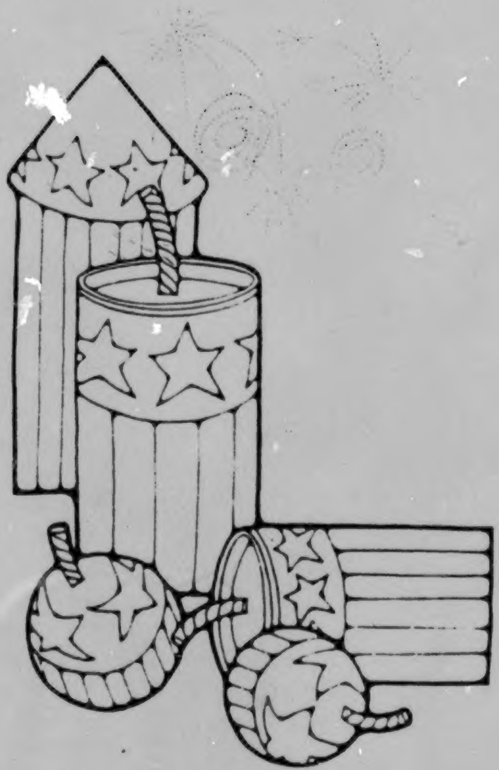
Case 4. One girl is seen jogging in the hallway. A teacher reminds her that running in the hall is a violation of school rules. The girls insists that jogging and running are not the same thing. She also insists that her father instructed her to jog whenever possible because she has a weight problem.

Case 5. Two students, a girl and a boy, are stopped in the hallway. They are running toward the library. When questioned by a teacher, they explain that their teacher is out of the classroom getting a film from the library. They are appointed monitors. Some of the students in the classroom refused to stop talking and to stay in their seats. The monitors are running to get their teacher.

Case 6. A first grade boy is stopped by an aide as he is racing down the hallway. He cries and tells the aide that he is running away from school. He is mad at his teacher because he feels she has too many rules. He insists that he needs to run home and tell his mother how he feels.

Follow-up Discussion

a. Why would a school want a rule about running in the hallway?
b. What is the purpose of a hallway, and how does the rule protect that purpose?
c. If you feel this rule should be changed, what suggestion can you make?
d. Under what circumstances, if any, should exceptions be made to a school rule?
e. Do you feel that students should have the right to suggest what rules should be made in their school to protect the safety and rights of all? Why?



LESSON VI

TITLE: THE PRINCIPAL

OBJECTIVE: The student will recognize the principal as the main authority figure in a school.

PROCEDURE: Invite your principal to your classroom as a resource person. Ask principal to speak on the following concerns:

1. What are the main responsibilities of a principal.
2. Does the principal make school rules? What is the basis for selecting rules for each school?
3. Who are the school enforcement officers?
4. Does the principal sometimes accept ideas from children about rules?
5. What things can a principal do to see that rules are obeyed? What things can a teacher do?
6. What is meant by the term "in loco parentis?"
7. Name some ways children can show respect for school authority.

LESSON VII

TITLE: PROPERTY

OBJECTIVE: The student will demonstrate his awareness of the need for laws to protect property.

MATERIALS: Newspaper and magazine pictures of littering and damaged property. Also, pictures of people cleaning or beautifying property.

PROCEDURE: Plan a collage for the bulletin board using cut-out pictures of private and public property.

Have committees organize materials into two groups: constructive care of property and destructive care of property. Before materials are glued on cardboard or stapled on the board, make sure children agree on the two classifications.

Discuss with the class the following questions:

1. What is meant by "pride of ownership?"
2. To whom does public property belong?
3. Why should we protect private property?
4. How can we protect private property?
5. How can we protect public property?
6. What is vandalism? Is it a crime?
7. Do you know of any laws that help us protect private and public property?
8. What do you feel is your responsibility in reporting someone who is damaging property?

UNITED STATES
ONE DOLL

LESSON VIII

TITLE: Vandalism/Responsibility

OBJECTIVE: Teaching Students Responsibility

PROCEDURE: Following is an open-ended story that demonstrates what responsibility is, why it is necessary, and what happens when people behave irresponsibly. This would also be a good time to stress that the students area accountable for their own behavior and that sometimes they must balance their own wishes with those of other people.

ACTIVITY: The "Borrowed" Bicycle Reflectors

"Hey! Hey there, young man! Just what do you think you're doing?" Mr. Jones, the school custodian, was very angry. He grabbed the hand of the "young man" whose name was Tony, and led him to the office.

Tony was frightened. He was in the 4th grade and has never been in Mrs. Ward's office. "What seems to be the problem here?" asked Mrs. Ward. Mr. Jones held up a small red reflector. "Just look at this. He's snapped them off all the bikes in the bike stand." It was true. Tony's pockets were bulging with reflectors.

"Is this true Tony?" asked Mrs. Ward. Tony just nodded. He was still to frightened to speak. "Do you know what these reflectors are used for?" Mrs. Ward continued. Tony finally found his voice. "I didn't think anyone needed them," Tony said and then he burst into tears.

What's Happening Here? Ask the children the following questions:

1. Why was Tony in the principal's office?
2. Why do bikes have reflectors?
3. Why do you thing Tony wanted the reflectors?
4. How do you think the owners of the bikes are going to feel when they come back for their bikes?

What Happens Next? Divide the class into small groups and ask the children what Mrs. Ward might do next. Ask each group to determine and defend a solution. Vote on the best solution.

What Is Vandalism? Point out that taking bicycle reflectors is a form of vandalism. Ask children why this is considered vandalism.

How Can We Stop Vandalism? Ask students to suggest ways to stop vandalism at their school (or any school) and list them on the board.

Why Does Vandalism Occur? Discuss possible reasons for this crime. People caught vandalizing may be trying to tell us something about themselves. Perhaps they are unhappy, not loved, trying to get approval of others, and so on. Try to think of ways to help those who vandalize find other ways to meet their needs.[1]

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[1] "Growing Up A Citizen," Instructor, February, 1982, pp. 44-46.

LESSON IX

TITLE: "What If"

OBJECTIVE: Students will acquire a better understanding of vandalism as a behavior towards people and property. Also, the consequence to the people involved.

PROCEDURES: Pass out "What If" sheet. Have students read silently to themselves. Then break up onto small groups and discuss each situation. Then bring groups together and discuss as a class. The teacher may incorporate some role playing of the What If situations.

This lesson could also be done independently and/or assigned as a written assignment to be discussed the following day.

NAME ____________________

"WHAT IF. . ."

Read these questions by yourself; then discuss your reactions in small groups using the questions below as your guide.

What if. . .

1. your family got up in the morning and found your porch steps painted with orange X's?
2. the windows of your home were splattered with broken eggs?
3. the hedge bordering your yard was broken?
4. your mother's flowers were trampled upon?
5. the sidewalk near your house had insults and dirty words written on it?
6. a window in your house was broken and your little brother got cut?
7. a pine cone hit your friend's glasses and he was hurt?

Discuss your reactions to the above questions by using some of the following:

1. How do you think you would feel if you were involved in any of the above situations?
2. How do you suppose you would act in such situations?
3. What might be some feelings people may be trying to satisfy by destroying things like that?
4. How might a person who vandalizes feel about something that belonged to someone else?
5. How do you think that person may feel about himself?
6. When you are very angry with your friend how do you behave?
7. How would destroying someone's property be different from physically hurting that person?

LESSON X

TITLE:	How Serious An Act of Vandalism?
OBJECTIVE:	Students will acquire a sense of seriousness on the acts of vandalism.
PROCEDURE:	Distribute worksheets. Ask students to read the directions on the top of the sheet, while you read them orally. Discuss the definition of vandalism located in Thorndike Barnhard Intermediate Dictionary, Scott, Foresman, 1974. Explain to students that as they read the situations, to consider how serious the act of vandalism is, then circle 1-5.

Follow-up Activity

After the worksheet is completed students can:

1. take a poll, then break up into groups to defend their judgment.
2. make a graph using the situations, ranking them according to the responses.
3. use their own dictionary to find definition of vandalism. Then make up their own situations that they have seen happening around them.

NAME ____________________

HOW SERIOUS AN ACT OF VANDALISM?

DIRECTION: Read the definition of vandalism below, then read the seven situations. Below each situation is a series of numbers from 1 to 5. Circle the number that represents your feelings about the seriousness of each situation as an act of vandalism. The numbers stand for a scale ranging from 1 - not very serious, to 5 - very serious.

VANDALISM: The destroying of other persons' property on purpose.

1. Students' projects were displayed in the media center. Paul really liked the model airplanes. He tried to fly one and it accidentally flew out the window, crashing to the ground.

1 2 3 4 5

2. A boy marked up a display of art work in the hallway of school with a red pen.

1 2 3 4 5

3. Two girls are playing "pencil break" with their teacher's pencils.

1 2 3 4 5

5. The desks were just refinished, and Pete carves his initials on his desks.

1 2 3 4 5

6. The children were running across the front lawn of school and pulled up the shrubbery and were pulling on the lower tree branches until they broke.

1 2 3 4 5

7. The boys were hungry after their football practice. They broke the lock into the school kitchen and made some sandwiches. They didn't even bother to clean up the mess they had made.

1 2 3 4 5

LESSON XI

TITLE: Shoplifting

OBJECTIVE: The student will demonstrate awareness of the seriousness of shoplifting and the effect this crime has on society.

MATERIALS: One shoplifting sign borrowed from a department store. Resource person: Store Manager.

PROCEDURE: Display sign in front of the class. Ask the following questions:

1. Is shoplifting the same thing as stealing?
2. What is meant by the word crime?
3. If one of you were caught shoplifting, would you be considered to be a criminal?
4. What type of punishment do you think might be given to an adult?
5. What effect might shoplifting have on honest customers? What might happen to prices as a result of frequent shoplifting?
6. In 1979 more than two million dollars worth of goods were shoplifted in Florida. If a store found it necessary to hire security guards, might this expense have an effect on prices in the store?

Invite a store manager to talk with the class. Ask that he direct his remarks to the following topics:

1. Is shoplifting a serious problem?
2. Is it a serious problem among juveniles?
3. Discuss ways your store uses to prevent shoplifting.
4. What effect does shoplifting in your store have on the customer?
5. Is employee theft a problem?
6. Do you have shoplifters prosecuted?
7. How may we as concerned citizens help prevent shoplifting?

LESSON XII

TITLE: Shoplifting

OBJECTIVE: The student will demonstrate his awareness of the seriousness of shoplifting and the consequences of the crime.

MATERIALS: Resource person: Attorney, or Police Officer

PROCEDURE: Read the following story to the class:

On Saturday afternoon, Karen brought home a red sweater and matching knee socks. She told her mother that she and a friend, Toni, were trading clothes.

On Wednesday, Karen returned home late from school. She had a red plaid shirt that she said she borrowed from Julia. When mother asked why Julia would lend her skirt, Karen replied that the skirt was too small for Julia and a perfect fit for her.

The next day Karen brought home a brown leather should bag. She explained she had spent her savings plus $5.00 she borrowed from Toni to get a bag to match her school shoes. Karen's mother decided to call Toni's mother, but Karen said that Toni had an unlisted phone number.

On Friday, Karen was brought home by a policeman. He said Karen was caught trying to steal an expensive coat in a dress shop. The shop reported that a $40 red cashmere sweater, red knee socks, a $35 red plaid skirt, and a $35 brown leather bag had been stolen during the past week. The total value of all items was over $100.

Karen became upset and ran to her room.

She brought the articles to the policeman and said that she had lied to her mother about the clothes.

Karen was arrested as a juvenile offender.

Ask the attorney the following questions:

1. Was Karen guilty of a crime?
2. Are her parents guilty, also?
3. Is a juvenile offender treated differently from an adult?
4. Will Karen have to fact a trial?
5. What types of punishment is generally given to first offenders?
6. If Karen had been convicted as a juvenile delinquent on two former occasions, would her punishment be more severe?

Have the attorney, or police officer, conduct a question period with the class.

LESSON XIII

TITLE: Campaign Against Crime

OBJECTIVE: The purpose of this activity is to promote positive thoughts against crime and for good citizenship throughout the school. It is designed to create an opportunity for students to express their knowledge and respect for rules and laws within the school situation. This is an ongoing activity involving the production and posting of printed signs that have positive messages to other people pertaining to good citizenship and law.

PROCEDURE: Do whatever you feel is necessary to make this activity fun to do for everyone participating. The more classrooms involved in this activity, the more effective it will be. Signs should be reasonably well made, easy to read, and they should say something positive about the fight against crime.

On chalkboard list suggestions from students such as:

CAMPAIGN AGAINST CRIME

Birds of a Feather Stick Together - Don't be a "Jail Bird"

Monkey See - Monkey Do - But do it Right!

Choose your friends wisely

Avoid the five-finger discount

Happiness is being a Good Citizen

Organize the production of signs. They may be done by individuals, groups, volunteers, or in any way the class decides is workable. Ask the students to make the signs. These may be simply made or they may be done more elaborately. Have signs posted in classrooms, hallways, etc. A contest could be held and prizes awarded for the best, most original, most creative, etc., posters.

PART II

LAW LESSONS FOR STUDENTS IN THE UPPER ELEMENTARY SCHOOL

TEACHER RESOURCE SHEET

Common Crimes: Classified by Degree

Source: Florida Statutes

I. Felonies

A. Capital Felony: example: premeditated murder 1. First degree murder (includes felony-murder) 2. Sexual battery against person 11 years or younger.	Death or up to life imprisonment with 25 years minimum
B. Life Felony: example: rape 1. Sexual battery against person 12 years and older with deadly weapon or injury causing force.	Life or 30 years minimum
C. First degree felony: example: strong-armed robbery 1. Second Degree Murder 2. Kidnapping 3. Sexual battery which does not classify as capital or life felony 4. Arson, if structure is known to be vacant 5. Burglary, if burglar is armed or makes assault 6. Robbery, with deadly weapon	Up to 30 years, and/or a $10,000 fine
D. Second Degree Felony: Example: Aggravated Battery 1. Third degree murder 2. Manslaughter 3. Arson, if structure is known to be vacant 4. Aggravated battery 5. Burglary, if structure is occupied 6. Robbery, without deadly weapon	Up to 15 years, and/or a $10,000 fine

E. Third degree felony: example:
sale of marijuana

Up to 5 years, and/or a $15,000 fine

1. Vehicular homicide
2. Aggravated assault
3. Carry concealed firearm
4. Burglary of unoccupied structure
5. Grand larceny (theft of $100 or more)
6.
7. Receiving stolen property (of $100 or more in value)
8. Resisting arrest, with violence
9. Marijuana possession of 5 grams or more
10. Sale of marijuana (any amount)

II. Misdemeanors

A. First degree misdemeanors

Up to one year in the county jail and/or a $10,000 fine

1. Battery (not aggravated)
2. Carrying concealed weapon (not firearm)
3. Trespass, if armed or a person is present
4. Petit larceny, 2nd conviction
5. Resisting arrest, without violence
6. Marijuana possession (5 grams or less)

B. Second degree misdemeanors:

Up to 60 days in the county jail and/or a $500.00 fine

1. Assault (not aggravated)
2. Trespass (simple)
3. Petit larceny, lst conviction
4. Receiving stolen property ($99 or less in value)

LESSON I

TITLE: "I Wonder" Statements About the Law

OBJECTIVE: This simple strategy should be used before a Community Resource Volunteer visits your classroom to speak about the law. This strategy can help students raise and verbalize questions that may arise in their minds about the laws.

PROCEDURE: One week prior to the scheduled date of the Resource Person's visit, the teacher should write the following statement on the board: I wonder ______________. Next, the teacher should ask the students to complete the statement with something they wonder about the law.

Some examples may be:

1. I wonder what would happen if I played hookey from school and got caught?
2. I wonder if students my age serve time in jail when they commit a crime?

The teacher should give each child an index card on which to write his statement. The teacher should:

Collect the cards and deliver them to the resource person prior to his classroom visit. This will enable the resource person to prepare answers in advance to the students concerns and "I Wonder" statements. This will also make the classroom visit more personalized and meaningful to the students.

FOLLOW-UP ACTIVITIES:

Following the classroom visit, this strategy can be used to aid the student in focusing on what he/she learned from the resource person.

The teacher should ask the students to think quietly for a minute about what they just heard. Then the teacher should ask each student to complete at least one of the following statements to share with the class.

1. I learned that . . . . .
2. I noticed that . . . . .
3. I was surprised that . . . . .
4. I discovered that . . . . .

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2. I noticed that . . . . .
3. I was surprised that . . . . .
4. I discovered that . . . . .

LESSON 2

TITLE: WHY DO WE HAVE RULES? WHO BENEFITS?

OBJECTIVES:

1. Students will learn the definition of "rule."
2. Students will learn how rules can be used to provide order and how order can promote safety, feelings of security, and protection for our freedom.
3. Students will create and apply rules which provide order, promote safety, give feelings of security, and protect our freedom.

PROCEDURES:

1. Introduce lesson by using filmstrips "Freedom and You" numbers one and two - SVEE F309-ITC.
2. Discuss filmstrips.
3. Discussion:
    a. Definition of rule: A particular way people are supposed to behave in certain situations.
    b. Why do we need rules in our classroom, in the halls, in the cafeteria, etc?
    What would happen without them?
    c. Why is it important to follow rules on the playground such as:
        1) Rules for handling equipment.
        2) Game rules.
        3) What would happen with them?
4. Have students now give rules for the following which would provide:
    a. order
    b. safety
    c. feelings of security
    d. protection for freedom
        1) a classroom
        2) a playground
5. Film: "Who Needs Rules?" 1972 EBF - 11 minutes

LESSON 3

TITLE: ROLE PLAYING ABOUT RULES AND FEELINGS

OBJECTIVE: This non-competitive game will help children learn about their feelings about rules. To play this game, the teacher needs to write out the following five situations on index cards so that she has a deck of role-plying cards. The cards should be shuffled and a student called upon to pick a card. The student then selects another student to play the other person.

Next the student reads the card aloud. Then the two students proceed to role play the situations.

After each situation is played out, the teacher and students should pause and discuss the situations and the various ways they could have been played out. (Note: The teacher can make up additional situations to be acted out by the students if she cares to do so.)

SITUATIONS TO BE ACTED OUT:

1. A member of your class opens her locker and you see in it a number of things you know have been lost by her friends. What do you do?
2. A neighbor complains to your parents about how loudly you play your stereo late at night. What do you do?
3. A boy in your class thinks it is amusing to let the air out of bicycle tires at school and wants you to join in the fun. (Vandalism) What do you do?
4. You see someone writing on the walls in the school restroom. What do you do? (Vandalism)
5. You are given what is regarded as a fair punishment for deliberately breaking a school rule. What do you do? How do you feel?

LESSON 4

TITLE: "YOU HAVE A SENSE OF JUSTICE."

OBJECTIVE: This activity sheet can introduce students to the fact (whether they are aware of it or not) they have been slowly developing a "Sense of Justice" for years.

PROCEDURE: Pass out the following activity sheet and ask students to read and respond to each item to see if they think what someone did was "just" or "unjust."

FOLLOW-UP ACTIVITY:

After the students respond to the activity sheet, have them compare their responses to the response of the other students. The teacher can take a poll (at the board) to see how the class responded as a whole to each item. This can lead into a discussion of "Ways People See Justice and Injustice Differently."

NAME ______________________

ACTIVITY SHEET

(Check One)	JUST	UNJUST
1. A woman spanks her child in the supermarket because he is doing things that keep getting on her nerves.		
2. A teacher gives the "whole" class a punishment for misbehaving when only a few students were talking.		
3. In a non-smoking part of a restaurant someone lights up a cigarette while others are still eating.		
4. Your Mom makes your 5-year old sister sit at the table until she eats all of her dinner.		
5. A principal gives a student a paddling for stealing a pencil from a classmate.		
6. A teacher at school always calls on the good citizens in the class to do special jobs.		
7. A judge orders the death penalty for a man who has committed murder.		
8. Mrs. Smith makes her two-year old son sit in a car seat even though he hates it and screams.		

NAME ______________________

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7. A judge orders the death penalty for a man who has committed murder.

8. Mrs. Smith makes her two-year old son sit in a car seat even though he hates it and screams.

LESSON 5

TITLE: CREATIVE WRITING ABOUT JUSTICE AND INJUSTICE IN EVERYDAY SITUATIONS

OBJECTIVE: This creative writing assignment gives students the opportunity to focus on and think critically about how justice and rules affect their everyday lives.

PROCEDURE: The teacher tells the class that today's assignment is to write an essay (approximately 200 words) on one of the following topics: Students should be given an entire class period to write, correct and perfect their essay. (The teacher should have the following topics written on the board or on a ditto in advance.) The topics are:

SUGGESTIONS FOR TOPICS

1. "A School Rule I Consider Unjust"
2. "A School Rule I Respect and Appreciate"
3. "How I Feel About Being Graded"
4. "Someone Else Got The Credit I Deserved"
5. "A Time I was Blamed for Something I Didn't Do"
6. "A Time I Did Something About An Unfair Situation"
7. "A Time I Could Have Helped A Friend, But Didn't"
8. "A Time Someone Stepped On My Rights"

FOLLOW-ACTIVITY:

The following day students can read and share their essays in class if they care to do so. No one should be required to share if they do not wish to do so.

LESSON 6

TITLE: Crimes and How They Affect the Community

OBJECTIVE: This lesson and activity should encourage students to read the daily newspaper and become more aware of crimes that are taking place in the community. Students will analyze how one crime can affect a whole community.

PROCEDURE: Each day for one week students are to read the newspaper and cut out articles about crime taking place within the local community. Newspaper articles can be brought in and discussed in class. Each student is to write up a short paragraph about how this crime can affect the "whole" community. For example: One person tampering with the Tylenol products in Chicago caused Halloween activities all over the country to be altered somewhat compared to previous years. For example: less children went trick or treating from house to house, etc.

Another example could be that shoplifters cause prices tc rise for everyone. Their crime affects us all.

FOLLOW-UP ACTIVITIES:

After stories and articles are discussed in class, the article and students reaction to the articles can be put up in this classroom on a bulletin board entitled, Crime - How It Affects All Of Us.

ALTERNATIVE:

Students can read newspaper articles about crime and respond by writing letters to the Editor. This could be worked into an English or Language Arts Lesson.

LESSON 7

TITLE: WHY DO WE HAVE LAWS? WHO BENEFITS?

OBJECTIVES:

1. Students will learn the definition of a "law."
2. Students will learn who makes the laws for the city, the state, and the country.
3. Students will learn that laws help provide safety, order, a feeling of security, and protects our freedom.

PROCEDURES:

1. Introduce lesson by using Filmstrip #3 "Freedom and You" - SVE F309-ITC.
2. Discuss filmstrip.
3. Discuss:
    a. Definition of a law - A rule that has been made by a person or a group in the government such as Congress, the Legislature, a city council, or a judge.
    b. Why do we need laws? What are some of them? Who benefits? Laws such as:
        1) Traffic Laws
        2) Pedestrian Laws
        3) Criminal Laws - Vandalism, theft, shoplifting, robbery, etc.
    c. Discuss who makes the laws for:
        1) City - City Commission
        2) State - Legislature
           Country - Congress

       We vote for persons to represent us who feel and think as we do to make these laws
    d. Go over the attached laws orally with their consequences. (See attached sheet for "Common Crimes and Their Consequences.")
        1) Why we should have each of them?
        2) Who benefits?
        3) Consequences of not having them.
    e. Pass out ditto - "Reasons For Obeying the Law or Rules." Have students complete it - then discuss.

4. Video Tapes

   a. "What are Rules and Laws With Liberty and Justice For All" - 15 minutes
   b. "Who Makes the Laws - With Liberty and Justice For All" - 15 minutes

NAME________________________________TEACHER________________

SCHOOL______________________________DATE___________________

REASONS FOR OBEYING THE LAW OR RULES

Why do people follow the law? What moves people to accept good laws or social rules and follow them in their daily lives? Think about a law or rule such as "Do not steal" or "Tell the truth" or "Do not hurt other persons."

A. Which of the following reasons are the BEST ones for accepting and obeying a law or a rule?

B. Explain why you think that the reasons checked are the best ones.

_____1. Obey rules to avoid being punished by other persons or by government authorities, if you get caught breaking the rules.

_____2. Obey rules to get rewards from persons in authority (e.g., parents, teachers, employers, etc.)

_____3. Obey the rules to get other persons to like you and accept you, or to keep them from disliking you and saying negative things about you.

_____4. Obey the rules because the rule makes sense and everyone benefits if everybody follow the rules. That is, society is a better place for everyone, if the rules are followed.

_____5. Obey the rules so that one does not feel guilty about breaking the rules and worrying about violating the rules.

C. Your Explanation:

NAME____TEACHER__________________

SCHOOL____DATE__________________

WHY HAVE SUCH A LAW? WHO BENEFITS?

Read the law reprinted below. It is from Florida Statutes. Write down why we have such a law in Florida. Who benefits from this law? What would be the consequences, if we did NOT have such a law?

812.041 Unauthorized temporary use of motor vehicle, aircraft, boat, or boat motor.-

(1) Any person who temporarily uses any motor vehicle, aircraft, boat, or boat motor without the authority of the owner or his representative, or who shall knowingly be a party to such unauthorized use, shall, upon conviction, be guilty of a misdemeanor of the first degree.

(2) Nothing in this section shall be construed to apply to any case in which the taking of the property of another is with intent to steal the same or in which the taking is under a claim of right or with the presumed consent of the owner or other person having the legal control, care, or custody of the same.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

NAME____________________ TEACHER__________

SCHOOL____________________ DATE__________

WHY HAVE SUCH A LAW? WHO BENEFITS?

Read each of the laws reprinted below. They are from Florida Statutes. For each law, write down why we have such a law in Florida. Who benefits from this law? What would the consequences be, if we did NOT have such a law?

LAW 1:

(871.01 **Disturbing schools and religious and other assemblies.**-Whoever willfully interrupts or disturbs any school or any assembly of people met for the worship of God or for any lawful purpose shall be guilty of a misdemeanor of the second degree.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

LAW 2:

231.07 **Insulting instructional personnel; disturbing school functions.**-Any person not subject to the rules and regulations of a school who creates a disturbance on the property or ground of any school, who commits any act that interrupts the orderly conduct of a school or any activity thereof shall be guilty of a misdemeanor of the second degree, punishable as provided by law. This section shall not apply to any pupil in or subject to the discipline of a school.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

NAME__________________________________TEACHER _______________

SCHOOL___________________________________DATE__________________

WHY HAVE SUCH A LAW? WHO BENEFITS?

Read each of the laws reprinted below. They are from Florida Statutes. For each law, write down why we have such a law in Florida. Who benefits from this law? What would the consequences be, if we did NOT have such a law?

LAW 1:

810.115 Breaking or injuring fences.-Whoever willfully and maliciously breaks down, mars, injures, or cuts any fence, or any part thereof, belonging to or enclosing land not his own, or whoever causes to be broken down, marred, injured, or cut any fence belonging to or enclosing land not his own, shall be guilty of a misdemeanor of the first degree.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

LAW 2:

827.05 Negligent treatment of children.-Whoever, though financially able, negligently deprives a child of, or allows a child to be deprived of, necessary food clothing, shelter, or medical treatment or permits a child to live in an environment, when such deprivation of environment causes the child's physical or emotional health to be significantly impaired or to be in danger of being significantly impaired shall be guilty of a misdemeanor of the second degree.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

NAME______________________ TEACHER ______________

SCHOOL______________________ DATE______________

WHY HAVE SUCH A LAW? WHO BENEFITS

Read the law reprinted below. It is from Florida Statutes. Then, write down why you think we have such a law in Florida. Who benefits from this law? What would be the consequences if we did NOT have such a law?

790.22 Use of BB guns, air or gas-operated guns, electric weapons or devices, or firearms by child under 16; limitation.-

(1) The use of any purpose whatsoever of BB guns, air or gas-operated guns, electric weapons or devices or firearms as defined in s.790.001 by any child under the age of 16 years is prohibited unless such use is under the supervision and in the presence of an adult.

(2) Any adult responsible for the welfare of any child under the age of 16 years who knowingly permits such child to sue or have in his possession any BB gun, air or gas-operated gun, electric weapon or device or firearm in violation of the provisions of subsection(1) of this section is guilty of a misdemeanor of the second degree.

1. Why do we have it?

2. Who benefits?

3. Consequences of NOT having it?

LESSON 8

TITLE: RESPONSIBILITY - WHAT IS IT?

OBJECTIVES:

1. Students will learn they must be responsible not only to themselves, but to others in their classroom, their school, their community, etc. (Ex. following rules at all times, carrying out chores at home or school, obeying all laws, etc.)

2. Students learn that being responsible is to think ahead to keep them from doing things that would cause accidents or crime. (Ex. leaving bikes out where they can get run over or stolen, riding bikes after dark and causing accidents, leaving money on tables, etc.)

3. Students will learn that knowing what it takes to be responsible is one thing but to "accept responsibility" is another, but when they do accept it "they can earn the respect of their peers, their parents, their teachers and other people."

PROCEDURES:

1. Discuss "Responsibility" - What is it?
   a. at home
   b. at school
   c. in the community
   d. outside the community

2. Discuss what a truly responsible person is or will do:

   a. A truly responsible person will: think for himself - he/she will do the things he/she know to do and are right to do; will not let others talk him/her into things he/she doesn't agree with.

   b. Do his/her fair share of work to be done at home, school, community, etc.

   c. Be his/her own person. He/she will not copy another person or try to do something because another person is doing it.

   d. Respect himself/herself as a person and respect the rights of others.

3. Discuss what it means to "gain the respect of others" as a responsible person.

4. Show filmstrips on "Accepting Responsibilities" - F775 3TC - SVC and "Respecting Property" - F775 ITC -SVC.

5. Activity - Students will draw at least 4 different pictures depicting his/her ideas of a responsible person. (Dividing a 12" x 18" sheet of white construction paper into 4 parts is one way of doing this. Or, 4 different 9" x 12" pictures in booklet form with all the information from the board which they've shared as to what a "Responsible" person is, copied in it.)

LESSON 9

TITLE: RESPONSIBILITY - AS AN AMERICAN CITIZEN

OBJECTIVES:

Students will become aware of several laws and learn what their responsibilities are when they see others break these laws.

A. Discuss with the students what they feel should be done if they see laws broken.

B. Discuss their responsibility, as a member of a family, school, community, state, and as an American citizen, when they see laws broken.

C. Read several "real life" situations where laws were broken and have students discuss their duties or responsibilities if they should see these happen.

D. Have students share real situations they have seen or heard where laws were broken. Discuss what was done and what should have been done, if it were not reported.

NAME ____________________

WHAT SHOULD YOU DO?. . . . .

Betty and her mother are shopping for groceries in Tallahassee. It appears that Betty, 7 years old, is hungry and her mother lets her open a little box of animal crackers. As she is finishing shopping, Betty has finished off the box of crackers! Her mother takes the box and hides it behind the toilet paper on the shelf. Then, she goes to the checkout counter to pay for the groceries. You see this; what should you do?

Debbie's friends all wear Izod shirts. They are the really big thing to have! Unfortunately, Debbie's parents simply refuse to spend the extra money to buy Izod shirts and continue to buy her other kinds which are cheaper. Debbie wants to avoid the teasing of her friends. She goes into a store and gets four different Izod shirts without paying for them! She thought that she was quite cleaver. You saw her; what should you do?

Of course, the sign said no food in the store, but Jane, Tara and Amanda couldn't leave their ice cream cones outside! The three girls went into the clothing store. . . . and sure enough, ice cream was spilled on three new dresses on the racks. Quietly, the girls slipped out of the store without telling anyone. Now the store keeper will have to try to sell these dresses for half price. You were with them and saw it happen. What should you do?

This year has been bad for Sam who has been laid off his job because of the economy. Therefore, Sam and his family are stuck with very little money to live on. One day Sam is caught stealing a ham sandwich in the local supermarket. He says that there is little to eat at home and in the past he has stolen groceries from the store without getting caught. Sam is your friend and you saw him steal the ham sandwich while you were buying some things for yourself. What should you do?

LESSON 10

TITLE: CONSEQUENCES OF BREAKING LAWS

OBJECTIVES:

1. Students will become knowledgeable of several basic laws, their degree of seriousness and the consequences for breaking these laws.

2. The students will learn that once they have committed a crime and have a record, they have lost the opportunity to ever become a lawyer, security guard, policeman, highway patrol, hold any political office or be allowed to vote.

    a. Discuss the following laws, their degree of seriousness and their consequences: from the Florida Criminal Law Handbook.

        1. 859.06 - Sale of cigarettes and wrappers to minors (p. 176)
        2. 872.02 - Disfiguring tombs (p. 178)
        3. 871.01 - Disturbing schools and religious and other assemblies
        4. 877.08 - Coin-operated vending machine (p.182)
        5. 562.11 - Selling, giving or serving alcoholic beverages to persons under age 19 (p. 32-33).

    b. Discuss the jobs or offices a person committing a crime is not allowed to hold.

    c. Resource person - Either a sheriff, policeman, etc., to discuss all information involving objectives one and two. Especially, discuss vandalism, shoplifting, stealing, etc. (Ask for Crime Prevention Department at Sheriff's or Police Department.)

LESSON 11

TITLE: SHOPLIFTING

Introduce the word "shoplifting" by writing it on the board and stating it is a compound word - "lift from a shop."

Webster's Dictionary definition - "stealing goods on display in a store or "building."

1. Distribute the ditto on the back and remind the students to read each item carefully, then check the answers - yes or no. Collect the papers.

2. Give out the review cases and questions. Read each case and allow time for the students to write their responses.

Collect papers and evaluate.

REVIEW CASES:

NAME ___________________

1. You forget your lunch at home and when you arrive at school you realize you do not have anything to eat at noon. Would you choose a bag without a name on it and take off to the lunchroom at lunch time.

   ___Yes ___No

2. If your teacher says, "you must have a pencil" and you are without one when you arrive at school, but you see one on a desk next to you, would you take it?

   ___Yes ___No

3. You wanted a "Garfield" toy but your mother says, "No." You see one on your classmate's desk and you want it. Would you take it?

   ___Yes ___No

4. A jacket is not claimed at the end of school. It's your size but you know it is not yours. Would you claim it?

   ___Yes ___No

5. You and your mother are shopping and you want a piece of candy. Your mother says, "No" - but while she is busy buying other foodstuffs, would you take the candy and eat it?

   ___Yes ___No

6. The teacher told all students, "Tomorrow don't come into class without a spiral notebook." You don't have one as your walk into the classroom. You see one on the floor, pick it up and walk to your desk. Should you have taken it?

   ___Yes ___No

7. You have a game that requires dice. You've lost them, but at a store you see some. Would you take them?

   ___Yes ___No

8. Your best friend and you are left off at a mall to enjoy the day. You go into a store where you see batteries displayed. You need one for one of your toys but you do not have your allowance yet. Would you take one?

___Yes ___No

9. You have wanted one of those popular T-shirts all your friends are wearing but your parents couldn't afford it. Would you take one hoping you wouldn't get caught?

___Yes ___No

10. You go to the grocery store with your parent and you're hungry. Your parent does not buy the bunch of grapes you want. Would you take just one grape and eat it?

___Yes ___No

REVIEW CASES:

1. Mary's mother is busy shopping. Her daughter, in the shopping cart, is crying for something to drink. Her mother takes a bottled coke out of the case, opens it, and gives it to her. The she goes to the counter to pay for her other groceries.

   A. Have you ever been in a store and seen this happen?

   B. Are you aware that the mother may be shoplifting?

2. A mother has a child who fell "in love" with "E.T." He sees a shirt with "E.T." on it and wants it. He plans to return the next day without his mother. The following day his mother send him into the store to buy a loaf of bread. While he is in the store he remembers the "E.T." shirt and after paying for the bread, he slips the shirt into the paper sack to take home.

   A. Have you ever noticed someone taking something and walking out of the store without paying for it?

   B. Would you tell the clerk what you have seen?

3. Barry is hired to pick tomatoes for a farmer. He completes his work for the day and puts some tomatoes on a "separate" bag to take home. He knows his mother loves tomatoes but does not have the money to buy them, at this time, as prices are too high for her. He wants to make his mother happy by bringing them home to her.

   A. Would he really be happy when he gave the tomatoes to his mother?

   B. Would his mother ask whether the tomatoes were given to him or did he buy them?

4. A family is staying at a motel on their way to visit relatives. Jim goes swimming in the motel pool the night before the family leaves. Mother says, "Hang your bathing suit on the shower rod to dry for the night." Jim forgets his bathing suit that he took off and it is lying wet on the bathroom floor behind the door the next morning. In order not to be scolded, he puts it in a motel towel and places it on the floor of the car as they leave the motel.

   A. Has this ever happen to you or a member of your family?

   B. Have your parents ever taken something from the motel.

   C. Do you think just because your parents pay the motel bill, you can take something from the room?

Has "shoplifting" occurred in each of the situations?

What should be done to the "shoplifter" in each case?

What are the consequences if the police are called by the shopowner or motel keeper?

ANSWER: The shoplifter will be warned of his/her rights and for a juvenile the parents will be informed. The police officer or sheriff's deputy would fill out an "offense report."

LESSON 12

TITLE: SHOPPING

Place your students in groups of 3, 4 or 5, in relation to your enrollment.

Explain to them that they are to choose any articles from the catalogues that they would love to see under the Christmas tree even though they know their family could not afford them this Christmas. Have each group make a collage.

Supplies:

1 poster paper for each group
Glue
Merchandise catalogues

When the collages are completed, answer the questions below:

Questions:

1. Have you ever wanted something so badly, whether your parents could buy it for you or not, that you would "go for it?"
2. What would be some of the ways you would accomplish your "materials?"

LESSON 13

TITLE: THE SYSTEM

Teacher explains procedures when a "delinquent" is charge with shoplifting.

1. Someone decides whether she goes to court or not - A petition is filed.
2. If a delinquent denies it, there could be a trial by judge.
3. If the person is found guilty then he/she is sentenced.
4. The person's background is looked into and recommendations are given - community services, probation (in the custody of his/her family or relatives).
5. He/she may be sent to a "training school," "half-way house" or "group home."

Read the following situation to the students:

Mary is a good math student at school. She is chosen to learn how to use the computer and gets so interested in it that she completes all her work each day so she can go to the media center and work the machine. Anything she can punch and get results from, she loves.

In the classroom, in math, she goes to the table to play with "fun games" on a calculator. She loves to and wishes she had one of her very own that she could have at home to check her math homework. Unfortunately, the calculator, at school, is attached to a board and is used by many.

Mary, while visiting a department store, sees a calculator on display for demonstration. She passes it quite often with her parents as they stroll through the store.

One day she picks it up and begins to work all her problems on it. Before she realizes, since it is out of the box and unattached, she slides it into her sweater pocket. Suddenly, she hears her name called and as she turns around, nervously, she greets an old friend. As she hugs her on the back, the "bulge" in her pocket hits both of them. She turns around quickly and puts it on the shelf.

Comprehension Questions:

1. How long had her friend been there?
2. Was her friend aware of what Mary had done?
3. Was there a difference of shoplifting or stealing?
4. How would you have felt if you had been in Mary's "shoes?"
5. Would it have been worth the risk?

THINK ABOUT THESE QUESTIONS:

1. What could have happened to Mary if her friend had not come "on the scene?"
2. Would she have been happy seeing that under the Christmas tree if she had taken it and wrapped it up.
3. Who was Mary really stealing from?
4. What if Mary had been caught by her friend? Was it worth it?
5. Was it worth it, if she had been seen and caught by the department store employee?
6. How would you feel during this situation?
7. Do you think she really realized the consequences if her friend had not appeared?
8. Pretend you are the judge and Mary is caught and charged with shoplifting. Write your opinion as to the proper punishment for the offense.

LESSON 14

TITLE: PRO"S AND CON"S

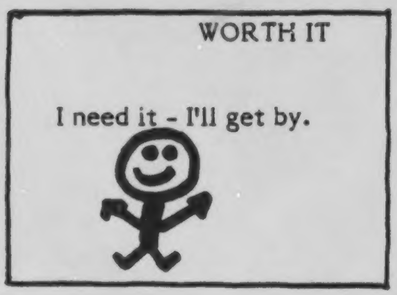
Give each student a large piece of white drawing paper. Have them divide the paper in half. Have them label one side "Worth it" and the other "Regret it."

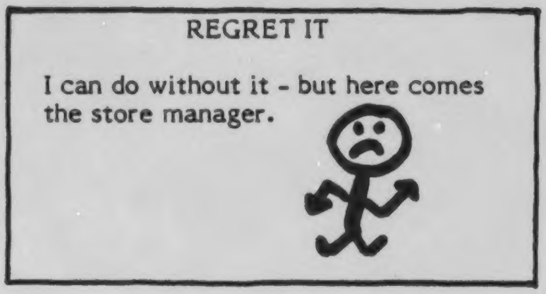
Have them think for a few moments on the word "shoplifting."

They then may draw a situation on each side as a story or cartoon (with bubbles) expressing their views. Color with crayons or magic markers.

These should be displayed on a bulletin board.

Explain that "pros" is for shoplifting, "con's" against shoplifting.


WORTH IT
I need it - I'll get by.


REGRET IT
I can do without it - but here comes the store manager.

LESSON 15

TITLE: BAD ACTORS

Distribute dittos to each group. Meet in groups. Have the students read the situations and decide who will be the characters.

The play begins with each person portraying his/her role.

A story acted out - I - Characters: 1 girl - 1 woman

(Jane comes into the room where mother is sitting in a chair. Stands at her right side, hands on hip.)

Jane: "Mother, I need a blouse for the party next Friday."

MOTHER: "But Jane, I cannot afford it at this time. It's all I can do to put food on the table!"

Jane: (walking from behind her mother and over to her left side) "Don't worry Mom, I will find a way. "Bye." (she waves and leaves the stage) (Mother leaves the stage).

Jane: (as if she is in a department store, strolls in and goes over to the blouse rack). Jane moves one blouse the another. "This is exactly what all the other girls are wearing! I've got to have it! I'm sorry Mom can't buy it for me, but she doesn't understand how I feel. I've got to look like all the others." (After looking around over both shoulders) Jane removes the blouse from the hang and slips it into her large bag she brought for the "shopping spree." She hopes no one has seen her but she will look "great" at the party. And she quickly walks off the stage.)

A story acted out - II - Characters: 1 boy - 1 man

Bobby: (coming into a store sees some gum he loves. He walks over to the counter and says), "Dad, how about some bubble gum?"

Dad: (walks over to him and says), "Son, you just got braces on your teeth. You can't chew it!"

Bobby: (in a disgusted tone). "But if I'm careful, I can chew it. Come on, Dad!"

Dad: (a very upset tone) "No, Bobby."

Bobby: (Lingers and after Dad has left for the car he walks over to the counter and slowly but surely puts a piece of bubble gum in his pants' pocket.)

A story acted out - III - Characters: Mother and three children: Gary, Bill, Jane
(Four chairs are lined up as if they were seats in a car.)

Mother: (driver of the car) says to the children, "I'm going to drop you off at Chuck 'N Cheese while I visit your Aunt Susan."

Gary: "Can we eat there, Mom?"

Bill: "Boy! That's a great idea! Can we, Mom?"

Jane: (laughs) "I love that place and I'm hungry for a pizza tonight!"

Mother: "Well, I have just enough money for you three to get a large pizza and that's all. You don't have to spend money on games. (She stops the car and each child gets some money from her. Jane slams the door and they all wave as mother drives away). Mother leaves the stage. Bill arranges the chairs, left stage as thought the children were around a table.

The children sit and eat, chat and laugh. They get up, move to the right of the stage and pretend they are watching a boy playing a game.

Bill sees one of the boy's coins drop to the floor. Bill picks it up, starts to extend his hand out as though to give it to the boy but walks over to another machine and starts playing a game.

LESSON 16

TITLE: NEW WHEELS

Read the story "New Wheels."

Have the students answer the questions on the board. After the story.

Story: "New Wheels" - Words by Valjean McLenigher
Pictures: by Mark Rubin
Copyright, 1978: Raintree Publishers Limited

This is a story about a boy, let's call him Jim, who moves next door to a boy named Harry. Harry was great on a skateboard. He could do kick turns, 360 degrees and no one was faster at downhilling, but Jim was afraid to go fast. Harry told him that people had to take chances if they wanted to get some place.

Harry was always thinking of good things to do - just like someone would see on T.V. One time he spent the night with Jim and had a great time on the phone. He'd pick a number out of the telephone book and call it three or four time and ask for "Bill" - then when he got the people mad enough, he'd call and say "This is Bill - were there any calls for me?"

Jim knew this was not a good thing to do, but he though it was a little funny and he had a friend.

The boys spent a lot of time together and one day even washed Jim's parents' car.

Jim wanted to make some money so he could buy a set of skateboard wheels. He told his friend, Harry, that he was thinking of a paper route. Harry discouraged him by saying that there were easier ways to get "wheels."

One day Harry came over in the afternoon with a paper bag and gave it to Jim, saying, "now you can relax and have fun!"

When Jim opened the bag he was astonished to see a new set of skateboard wheels.

Jim exclaimed, "Gee! How did you get enough money to buy these?"

Harry shrugged his shoulders and said, "It was easy. I was in a store and nobody was near so I just put them in my coat."

Jim was amazed, "You mean you didn't pay for them?"

Harry replied, "Why? The table was full of them, the salesman wouldn't know a set would be gone."

Jim thought for a moment and said, "Thanks, but I don't feel right about this."

Harry replied, "Don't worry. It's something I do every now and then."

Jim was puzzled and said, "But you stole them."

Harry said, "Forget It. I did, you didn't! I wanted you to be happy. I only did it because, you were my friend and now you don't want them! I've already got some, so these are yours. Bye."

Jim called to Harry, "Don't go home yet. I want to be your friend and I know you were trying to make me happy! That's not doing something for a friend, You could really be in hot water over this."

Harry got upset and said, "I wouldn't have taken them if I had thought somebody was watching me. The cashier was at another station and I wasn't seen by anyone!"

Jim grabbed Harry by the sleeves and said, "But you're leaving these with me and how can I explain if my parents ask me where they came from?"

Harry pulled away, chuckled and said, "I doubt your family will even be aware that you have them. You can say that you did odd jobs to get the money to buy them."

Jim looked at him and said, "I can't fool my family. They know what I do and they would know I was not telling the truth."

Harry started walking across the lawn and called back, "A lot of thanks I get - you aren't my friend anymore. You're too square."

Jim thought for a moment and with a toss, threw the brown bag at Harry's feet exclaiming, "Alright, I want a true friend, someone I can rely on and trust. I really don't need these, bye."

Questions after the Story "New Wheels."

1. Do you really feel good when you take something that does not belong to you.

2. Are the consequences considered before you decide on your adventure?

3. Have you thought of everyone who would be involved in your decision? (Mother, father, sister, brother, classmate)

4. Is a friendship or approval by your peers so important that you would be involved in an act that you would regret?

5. Have you thought of your future - if you would shoplift - would it be really worth it?

LESSON 17

TITLE: Vandalism

OBJECTIVE: Individuals must make choices and accept the consequences of those choices.

The child must identify situations at home, school, or the community which he/she must make choices, generate alternatives and weigh consequences of these actions or choices.

PROCEDURE: Vandalism is the willful malicious destruction or defacement of public or private property.

Given a hypothetical situation problem involving your peers, the student will identify the individual problem or decision making involved, utilizing the different alternatives available, and the influence of peer approval in selecting those alternatives.

Give a hypothetical problem, the student will develop several alternative solutions and describe the possible consequences of his/her alternatives.

PROBLEM: Late Friday evening after school was over and all the students were gone. Dennis and Charley came back on the school grounds to play baseball on the vacant playround. They played for a while and became bored and wanted something really exciting to do.

Being new to the school and the community Dennis neither liked the school or his teacher. Dennis suggested to Charley that they take the baseball bat he'd brought with him and break out all the windows in his classroom.

PROCEDURE: Student must identify the problem and possible solutions.

PROBLEM: On their way to school Dennis, Charley, Linus and Lucy always walked through a path by the Jones' house.

Mr. and Mrs. Jones had gone on a cruise and were not at home. Mr. Jones had started painting his home prior to leaving for his trip but had not completed it. He had several gallons of paint and varnish that he had not used. Some were full, some were half full. The children saw the cans on the side of the house and decided to investigate. Charley suggested to the others that they take the left over paint and splash the Jones' truck, boat, and front porch.

PROCEDURE:

1. Decide what the problems is and choices are.
2. What are possible choices and alternatives.
3. What are the consequences if the right choices are not made.

LESSON 18

TITLE: Drugs

OBJECTIVE: Individuals must make choices and accept responsibility and consequences for those choices.

The students must recognize that positive attitudes concerning him/herself is essential for making the right choices under peer pressure.

PROCEDURE: Sally and Chloe are good friends. They like each other very much and are what you'd call bosom buddies. Sally was the leader in the friendship and Chloe thought everything she did was cool or just about perfect.

Both girls were in fifth grade but they were in different classrooms. However, they'd meet from time to time in the girls restroom.

It was on a Monday, after lunch, that the girls met in the restroom. Chloe was feeling a little low and upset because she and her mother had had words about her homework, schoolwork, her messy room, and the fact that she never wanted to help around the house.

She was relating all the details to Sally when Sally pulled some pills from her purse and told Chloe that they'd help her feel so much better if she took a few. Chloe was surprised that Sally had the pills. But she was her best friend, and she only wanted to help her feel better.

PROCEDURES: Elicit from students what decision and choices Chloe must make. Determine the kinds of problems she is opening herself up to and the consequences (depending on the choices she makes).

LESSON 19

TITLE: THEFT

OBJECTIVE: Student will be able to read a case and determine whether theft occurred and state a consequence of that theft.

PROCEDURES:

1. Pass out ditto of cases (Set 1). Read each case and brainstorm on What Should Be Done. Write all suggestions on the board. Do one case at a time.
2. Summary - have class evaluate each consequence on the board. Review each consequence, then have class vote on the best consequence for each theft by a show of hands.
3. Evaluations - each student will write down a fair consequence beside each case and turn in the paper.
4. Pass out ditto of cases (Set 2). Read each case and brainstorm on Consequences. Write all suggestions on the board. Do one case at a time.
5. Summary - have class evaluate each consequence on the board. Review each consequence for each theft by a show of hands.
6. Evaluation - each student will write down a fair consequence beside each case and turn in the paper.

SET 1 NAME ____________________

CASE 1

Jonathan is a 4 year old boy. He goes to Albertson's grocery shopping with his mother. He sees a piece of candy (wrapped) on the floor beside the candy counter. He picks it up and eats it. On the way home he asked his mother if children can be put in jailed. She overlooks this at first, but when at home and he asks the question again, she realizes what has happened and she confronts him. He admits the theft. What should she do? Is this a theft?

CASE 2

Susie is a fourth grade student. She is ready to begin class when she cannot find her pencil. She looks on the table and sees one which no one is using. She picks it up and begins to use it. She keeps the pencil when class is over. Has a theft occurred? What should Susie do? What does she feel? Would it be a theft if Susie had returned the pencil? What if someone saw her?

CASE 3

Nicky is outside after school playing. He sees a watch left on the playground. He picks it up, looks at it and puts it in his pocket and goes home. A girl sees him. Has a theft occurred? What should Nicky do? What should the girl do?

SET 2

NAME ____________________

CASE 1

Jonathan is now 15 years old. He goes in the store and wants to try on a pair of Calvin Klein jeans. He puts them on, removes the tag and walks out of the store thing that no one saw him and so what - Gayfers has lots of jeans!

Has a theft occurred?
How should Jonathan feel?
What should Jonathan do?
Why do you thing Jonathan did this?
What could the consequences be if someone saw him take the jeans?

CASE 2

Susie is now 20, divorced, unemployed, the mother of two small children. Her children are hungry and she cannot afford to buy adequate food. She goes to the store and picks up a can of infant formula and puts it in her coat pocket. A clerk sees her and takes her to the manager.

Has a theft occurred?
What should the clerk do?
What should Susie do?

LESSON 20

TITLE: THEFT IN THE NEWS

PROCEDURES:

1. Review definitions of theft and briefly review some of the cases studied.
2. Have class design a bulletin board.

IN THE NEWS - THEFT

Cover with newspaper letters and articles.

3. Pass out the attached form and discuss (articles have to be related to theft)
4. Let groups go through collected newspaper and search for articles.
5. Discuss chart - (when child returns a form and attached article he gets a star) student also has to share the article

ARTICLES READ

Name - * * *

WHAT'S IN THE NEWS
ABOUT THEFT

Name or subject of article: ______________________________

Student's Name: ______________________________

In your own words write briefly what the article was about.

I listened as my child read this article to me and I discussed it with my child.

____
Parent Signature

LESSON 21

TITLE: THEFT ROLE PLAY

OBJECTIVE: The students will role play several theft situations and conclude with appropriate consequence for each one.

PROCEDURES:

1. Divide class (30) in five groups.
2. Give each group a card and have group take 10 minutes to get prepared to role play.
3. Role play.
4. Have each group do an oral evaluation of their consequence/consequences.

Card #1

Johnny is in TG & Y. He picks up a piece of wrapped gum and puts it in his mouth. His mother doesn't see him, but a clerk does. What should the clerk do? Role play the situation and the consequences.

Card 2

Joey is in fourth grade. He forgot to bring his snack money. While outside he found 25¢ on the playground. He put it in his pocket. What should the teacher do? What should Joey do and how should he feel?

Card 3 & 4 (for 2 groups)

Kathy is an 18 year old girl. Her family is very poor but they have always tried to teach their children to be nice and honest. Kathy gets asked to the senior prom by the football captain, but she doesn't have anything to wear. She goes to a store and tries on three dresses. She has a shopping bag with her. Decide three different outcomes for this situation and role play each - make sure you include the consequences.

Card 5

Mr. Jones is a single parent to four children and is currently unemployed. His smallest child (2½) is sick, but he doesn't have the money for medicine. Think of two different ways for Mr. Jones to solve his problem. Role play each one, be sure to include the consequences.

LESSON 22

TITLE: Getting To Know our Juvenile Justice System

OBJECTIVES:

1. Students will learn the process of the Juvenile Justice System through which a young law breaker is carried once he/she breaks the law.

2. Students will learn of several homes or institutions available for young delinquents, for correction purposes.

PROCEDURES:

1. Resource Person

    a. From Detention Center or
    b. Judge Victor Cawthorn to explain the Juvenile System

2. Resource Persons will also share with the students the homes or institutions for correction.

FILM: On Juvenile Detention from Dr. Neice of Florida State University if Resource Person is not available.

LESSON 23

TITLE: FIELD TRIP

OBJECTIVE: This field trip will allow students to see realities and workings of the juvenile justice system.

PROCEDURE: As a class the student visit a juvenile court in session. If possible the class meet with the judge and/or probation officers to ask them questions about the juvenile justice system. (Teacher makes arrangements before hand) The day after the visit the students discuss their impressions and reactions in class.

FOLLOW-UP ACTIVITIES:

The day after the visit to the court, when allowing students to share their impressions, the following questions may be helpful.

1. What did you find out that was of most interest to you?
2. Do you feel you actually saw justice in action? If so, what happened that constituted justice?
3. Did you see any examples of injustice? If so, what happened that constituted justice?
4. How do you feel about the juvenile justice system in this county?

(Note) At least ½ a day should be allotted for the field trip)

ALTERNATIVE:

If a field trip is not possible, invite a juvenile court judge to visit the classroom and speak to the students.

NAME ____________________

MAPPING THE JUVENILE JUSTICE SYSTEM

1. THE CRIME

2. Police Officer at the scene detains the youth, then requests detention.

3. HRS INTAKE DETENTION SCREENING UNIT at the Youth Detention Center agrees with the Officer to detain the youth.

4. DETENTION HEARING with 24 hours of the detention, The Circuit Court, Juvenile Division holds a detention hearing with HRS and State Attorney's recommendations (Agree to Detain)

5. HRS TAKE, FIELD UNIT - Assesses the juvenile's situation and behavior reports to the State Attorney with a recommendation. STATE ATTORNEY petitions the Circuit Court/Juvenile Division for a trial.

6. COURT ARRAIGNMENT OR AJUDICATORY HEARING - Within 21 days of detention, the Circuit Court, Juvenile Division holds an Arraignment Hearing (if a guility plea) or an Ajudicatory Hearing (if a not guilty plea). Found guilty.

7. COURT DISPOSITIONAL HEARING - within 15 days the Circuit Court, Juvenile Division holds a Dispositional Hearing to "sentence" the youth (Commit to HRS custody)

8. COMMITTED TO HRS CUSTODY and given a PLACEMENT SCREENING.

9. HRS PLACEMENT AND INTERNMENT IN A RESIDENTIAL PROGRAM ("treatment")

10. DISCHARGE

NAME ____________________

LAW/LOSER BINGO

First, select words from the list below and write one word in each block below (on the BINGO CARD).

Your teacher will call out numbers. . . .B4, 12, N1. As each number is called, mark your card as you would in REAL BINGO. When you get a full line completed. . . .you are a LOSER. BUT YOU CAN BECOME A WINNER, IF YOU CAN PRONOUNCE EACH CHECKED/MARKED WORD AND GIVE A CORRECT DEFINITON FOR EACH WORD MARKED!

misdemeanors
theft
battery
aggravated battery
trespass
possession
larceny
grand larceny
petit larceny
arson
felony
capital felony
shoplifting
criminal
assault

fraud
trial
acquittal
stealing
appeal
defense attorney
public defender
bail
bailiff
guilty
defendant
State Attorney
jury
verdict
subpoena
reasonable doubt

B	I	N	G	0
1				
2				
3				
4				

PART III

LAW LESSONS FOR MIDDLE SCHOOL STUDENTS

LESSON 1

LAW

GOAL: The student will observe that similar people have very different opinions about what is right and what is wrong.

OBJECTIVE: Given some broad value judgments, the student will be able to evaluate them as being always right, usually right, sometimes right, sometimes wrong, usually wrong, always wrong.

MATERIALS:

1. Values game board: you will need 18 poster boards, three each of six different colors. Laminate three posterboards of the same color together, end-to-end.
2. A list of value judgments - example attached.
3. Film - Leon District Media Center, Who Needs Rules, #2348

PROCEDURE:

1. Show the film. Discuss the questions asked on the film. Assign different roles from the film to students and have them discuss their point of view. Allow them to argue for a few minutes if they are so inclined.
2. Have each student make a list of several actions that they think most people would consider always right and a list of actions that they think most people would consider always wrong.
3. Place the six different colored strips of posterboard side by side on the floor. Label each color (beginning at the left side), with is printed, "always right", "usually right", "sometimes right', "sometimes wrong", "usually wrong', "always wrong." Example:

Always Right	Usually Right	Sometimes Right	Sometimes Wrong	Usually Wrong	Always Wrong
RED	ORANGE	YELLOW	BLUE	GREEN	WHITE

Students stand around the board. Read or have a student read a rule which they think would be always right. Have students stand on the color which represents their opinion. Let several other students read different "always right" or "always wrong" rules. Tell the students to watch the movement of their classmates.

Now, read the list of value judgments one at a time. Again, focus the students attention on the movement of themselves and their classmates.

When all statements are read, have the students take a seat. Discuss:

1. What they observed - (kids on many different colors)
2. What might this mean - (different points of view)
3. If people outside of class are similar to us, how might this information affect law making and law enforcement?
4. Considering the experience you have just had, write a statement about right and wrong.

LESSON ONE - ATTACHMENT

NAME: ______________________

VALUE JUDGMENT STATEMENTS

1. Lying
2. Lying to protect someone
3. Stealing
4. Stealing to keep from starving
5. Stealing something from a store
6. Stealing something from a store which would not exchange a defective product
7. Stealing something from someone who stole from you.
8. Killing
9. Killing in a war
10. Killing someone who kills someone else
11. Killing someone who kills more than three other people
12. Killing someone who is dying
13. Killing someone who is dying and asks to be killed
14. Taking drugs
15. Taking drugs for illness
16. Taking illegal drugs for illness

LARCENY AND TRESPASS

OBJECTIVE: To define the terms larceny and trespass and to demonstrate difficulties and conflict in defining the terms on two different cultural settings.

PROCEDURES:

1. After having defined the two terms, students will be asked to write down five examples of larceny.

2. After discussion of student examples, Grand Larceny and Petit Larceny will be discussed.

3. Students will be given the situation to study after which, discussion will follow covering the following points:

   a. Knowing that the corn was not theirs, did the Pilgrims commit larceny?
   b. Had other Indians (of another tribe) taken the corn, would the Indian owners have approved?
      (1) Would the act of taking it be larceny?
   c. Was the taking of the corn by the Indians from the farmer's field larceny?
   d. Why didn't the Indians understand the farmer's attitude?
   e. Was this act larceny in the eyes of the Indians?

4. What steps could have been taken which might have eliminated these problems.

SITUATION

During the winter, the many Pilgrims died of starvation and disease. Had someone not found a supply of corn the Indians had stored away, many more would have died. The Pilgrim leaders did not know to whom it belonged, but took it anyway. It was later discovered that the Indians would not have cared because hungry persons were expected to do so.

Some years later, some Indian hunters came upon a field of corn in the milk-stage and took some to roast over the fire for their evening meal. The Puritan farmer who owned the field fired his musket at the "thieving red skins." The Indians were amazed because they did not understand why the farmer was upset.

Colonial settlers first cleared forest land to raise crops. The Indians raised no objections because no one was using it. However, when an Indian attempted to plant a corn corp near by he was chased away at the point of a gun and accused of trespassing. The Indian did not understand this either.

LESSON 2

LAW

GOAL: The student will realize that consensus on what is right and what is wrong is difficult.

OBJECTIVE: Given a group setting in which to work, the student will be required to compromise, share ideas and listen to the ideas of others.

MATERIALS: Pencil and paper

PROCEDURE: Students divide up into groups of five or six. Each group is a separate gang living in the woods around Tallahassee. They represent thirty other teenagers and are charged with developing a set of laws or rules that would be necessary to keep their gang running smoothly. They need to come up with a name for their gang.

Review last week's lesson on right and wrong and absolutes. Have someone in each group suggest a rule. It will then be the responsibility of the other group members to suggest exceptions to the rule or conditions in which the rule would not be fair. The person who suggested the rule writes down all of the exceptions. When the discussion is over, the originator of the rules writes it up, including the exceptions, and consequences for breaking the rule are assigned.

While the first rule is being written, a second student suggests another rule. The same process is followed until everyone has suggested a rule. If the are more rules needed, the process continues until the group decides that they have sufficient rules to function.

LESSON 3

LAW

GOAL:	The students will observe that a change in perspective can cause them to view a situation differently and thus infer that there may be no absolute right and wrong.
OBJECTIVE:	Given a list of examples of the group's rules being broken, the student will apply the appropriate consequence.
MATERIALS:	1. Set of laws or rules previously developed 2. Paper and pencils
PROCEDURE:	Have the students regroup in the gangs previously established. Give them an opportunity to review their rules and consequences. Hand out examples of rule infraction, attached. Allow enough time for the students to react and to decide the course of action needed.

(GO TO ATTACHED SHEET)

1. Did you feel differently among the three situations?
2. Did you act differently among the three situations? If so, what are the reasons for the differences?
3. How might this awareness apply to every day life in our society?

Exchange rules among groups. Each group is to find a rule that they don't agree with. Go back to your Rule Infraction Sheet and apply situation #2 to this rule. Did your action and reaction (feelings) differ from your actions and feelings before? What are some reasons why this might be so?

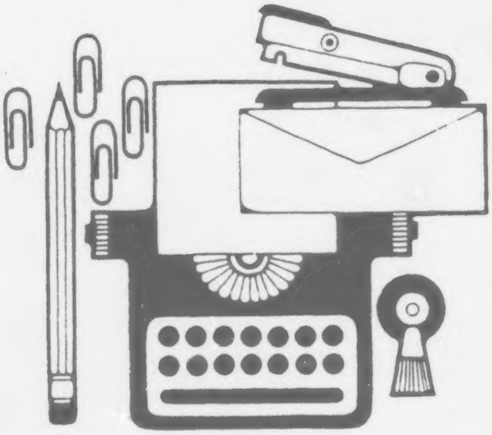
NAME: ____________________

RULE INFRACTION SHEET

1. Someone in your group breaks one of your rules.
   Decide which rule was broken.
   Explain the consequences.

2. Someone in your group breaks a similar rule in anther group but gets back to your group without getting caught. Their identity and whereabouts are known to the other group.
   Decide what you would do as the governing body if the other group did nothing.
   Decide what you would do as the governing body if the other group demanded extradition.

3. Someone from anther group breaks the rule in example #1 in your group but gets away.
   Decide what you would do.
   Decide what you would do if the other group won't turn that person over to you.



THE NECESSITY FOR RULES OR LAW

OBJECTIVE: To impress upon the student that there must be laws in every society and rules for behavior in all organizations.

CONCEPTS:

1. Laws or rules made under a Democratic process
2. Arbitrary rules or laws
3. Laws or rules imposed upon groups

PROCEDURES:

1. Students will be given a paraphrased rendition of the Mayflower Compact and a copy of the Classroom Rules of Conduct for the school.
2. Students will read the Mayflower Compact after which a discussion will follow bringing out the following points.
    a. Why did the Pilgrims feel compelled to draw up the document?
    b. How many rules were spelled out in the Compact?
    c. How were laws to be made?
    d. Who was to decide who would make laws and govern the colony?
    e. How and why did this differ or agree with the way other colonies were governed?
        (1) Jamestown
        (2) Spanish Colonies
        (3) French Colonies
3. Students will read the Classroom Rules after which a discussion will follow bringing out the following points:
    a. Why do we have these rules?
    b. Who benefits from such rules?
    c. Who may be injured if the rules are broken?
    d. How do these rules differ from the Mayflower Compact?
    e. How were these rules made?
    f. How did this differ from the way rules or laws were made in Plymonth?
4. As a culminating activity, the effects of rules and consequences of disobeying rules will be discussed.

THE MAYFLOWER COMPACT

We, the undersigned loyal subjects of the King of England, having undertaken a voyage to the New World for the purpose of establishing a colony in northern Virginia, for the advancement of the Christian faith, do by these present, solemnly and mutually in the presence of God, and of one another, do form and combine ourselves into a civil body of law, for our better order and preservation, to the ends of our purpose, and by virtue hereof to enact such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought just and appropriate for the good of the colony, unto which we promise all due allegiance and obedience.

8-A TEAM RULES RAA MIDDLE SCHOOL

1. Be on time
2. Be prepared for class
3. No gum, candy, chewing tobacco, etc
4. Keep hands, feet, and other objects to yourself
5. Have respect for the school's property and property of others
6. Be respectful to others (no foul language, cussing or teasing)
7. Grooming is to be done in the restrooms not in the classrooms

We will give a student a mark if they do not comply to any of these rules. 3 marks = N, 5 marks = U on the report card. More than 5 marks, a phone call will be made to their parents. Each teacher will have additional rules to fit their subject matter.

We are in the process of planning special activities for those students with good citizenship. A letter will go home to the parents the first or second week of school.

LESSON 4

LAW

GOAL: The student will realize that there are many points of view to a single situation.

OBJECTIVE: Given a Seriousness of Crime Inventory Sheet, the student will evaluate on a graduated scale of least to most serious, seven situations.

Given the above, the student will defend his/her opinion with reasons.

MATERIALS:

1. Seriousness of Crime Inventory Sheet (Attached)
2. Pencils

PROCEDURES: Pass out inventory. Explain the directions to the students. Make sure that they are using the same scale - (1) for least serious through (7) for most serious. Make sure the students do the inventory individually.

Put a grid on the board (see attached). Enter the number of students who evaluate situation #1 as least serious situation. Then enter the number of students who evaluated situation #1 as the second least serious or #2 as the most serious. Then enter the numbers of students who circled numbers 3, 4, 5, 6 and 7 respectively. Next read situation #2. Enter the number of students who evaluated situation #2 as the least serious. Continue as before. Do all 7 situations. There should be a wide range of opinions. When the grid is all finished on the board, go back to situation #1. Ask for someone who evaluated it as the least serious to give his/her reason why. Continue through all seven examples having students who evaluated each as the least or most serious to give reasons. If there is not a great disparity in any of the situation evaluations, skip over it and go on to those that do.

Ask the class what this information tells them. (Example answers: "We have different opinions," "People are different," etc.). Ask them what that can mean in relation to the law? (Example answers: "Not everyone will like all laws." "It's hard to write laws that are fair.")

Go back to situation #1 and read it out loud. Tell the students that Sally threw two eggs at house A in which lived a person who considered egging a house the least serious kind of vandalism. On another street Sharon threw two eggs at a house in which lived a person who considered egging a house the most serious kind of vandalism. Direct these questions to the class:

1. What do you think the person who didn't thing egging was serious might do?

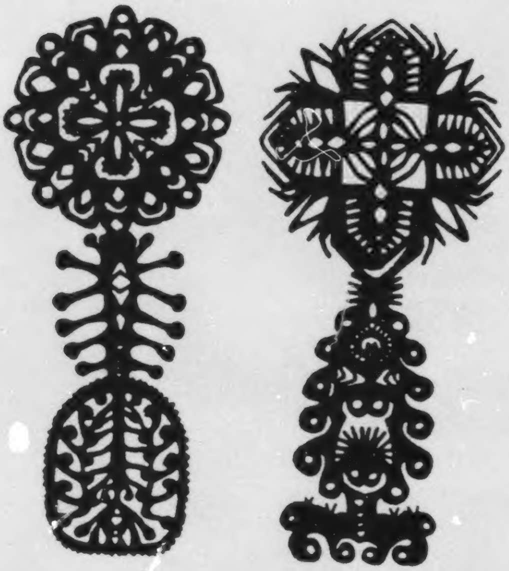
2. What do you think the person who thought egging was serious might do?

3. What do you think about the difference in those reactions?

4. Is one person right? Is one person wrong? (No, just different)

5. Can anything be done about the differences in peoples' reactions to crimes? (Not much)

6. What general statement can you make about laws, fairness, right and wrong?



NAME ____________________

HOW SERIOUS AN ACT OF VANDALISM?

Directions: Read the definition of vandalism below, then read the descriptions of the seven acts of vandalism. Below each description is a series of numbers from 1 through 7. Circle the number that represents your feelings about the seriousness of each act of vandalism. The numbers stand for a continuum ranging from 1 - not very serious to 7 - very serious.

> **Vandalism:** The willful and malicious destruction, injury, disfigurement, or defacement of property without consent of the owner or person having custody or control.

1. Six boys spray an animal laboratory with a fire extinguisher.

   1 2 3 4 5 6 7

2. A street sign reading 30 mph is altered to read 80 mph.

   1 2 3 4 5 6 7

3. Graffiti covers the restroom walls of a local high school.

   1 2 3 4 5 6 7

4. While celebrating a World Series victory, baseball fans throw rocks and cans through many windows of downtown businesses.

   1 2 3 4 5 6 7

5. A teenage girl puts a lipstick heart and initials on an ancient Indian rock carving.

   1 2 3 4 5 6 7

6. Several youths set fire to an open field and then call the fire department to see how long it takes for the fire trucks to arrive.

   1 2 3 4 5 6 7

7. On Halloween, two boys splatter several homes with eggs.

   1 2 3 4 5 6 7

Adapted with permission from Focus on Law 2, #2 (a publication of the Center for Law-Related Education), p. 6. This activity was based on a lesson developed by Michael V. Minton.

LESSON 5

LAW

GOAL:	The student will experience that there is no right or wrong there is only a point of view.
OBJECTIVE:	Given half of a film to watch, the student will be able to identify with one point of view. Given the total film to watch the student will be able to see how different people see things differently.
MATERIALS:	Film - The Hitchhike, Leon County Media Center
PROCEDURE:	Divide the class into two groups; male-female or just in half. Start the film, show the film up until the man is taken away in the squad car. Stop the film, send one group out of the viewing area of the film. Show the girl's story on film. Stop the film when the man comes on exchange groups continue film to the end. Bring all students inside. Have the separate groups prepare a case based on the information from their client when both groups are ready have them present their cases in an informal debate or panel presentation. Allow them to argue in order to get their emotions activated. Take a vote after several minutes of discussion to see if anyone from either team was being convinced by the other team. Stop the discussion with enough time to show the entire film to the entire class. When the film is over, ask the students:

1. What did you notice?
2. How do you feel now?
3. Take a vote again.
4. Did any of you change your mind?
5. What does this tell you about the law?

LESSON 6

LAW

GOAL: The student will realize that opposing sides of a case can both be supported by different interpretations of the same laws.

OBJECTIVE: Given a set of laws on torts and a court case involving those laws, the student will prepare both sides of the case and be prepared to present one of those sides in class.

MATERIALS:
1. Torts Law Sheet - attached
2. Torts Case Jones vs. Turner - attached
3. Directions for Students Sheet - attached

PROCEDURES:

1. Pass out Tort Laws to students. Have them read the laws. Discuss the meaning of intentional and negligent.

2. Pass out the Tort Case of Jones vs. Turner. Have the students read both statements. Then have them prepare a case for each side basing their arguments on the tort laws provided. Give each student a Directions for Students sheet to assist them.

3. Have the class divide up into two groups - one for the plaintiff and one for the defendant. Try to have them divided equally. You may also just divide the class into the groups since each student prepared both sides.

4. Let the groups discuss their case together. When they are ready, you can have a debate or have a mock trial. A trial takes more time since each group needs to determine and rehearse its witnesses.

5. A trail will need:

   A Judge
   Attorneys (2-4) for the Plaintiff
   Attorneys (2-4) for the Defense
   Plaintiff
   Defense
   Police Officer (tells about skid marks)
   Girl Friend
   Jury - rest of the class

TRIAL PROCEDURES:

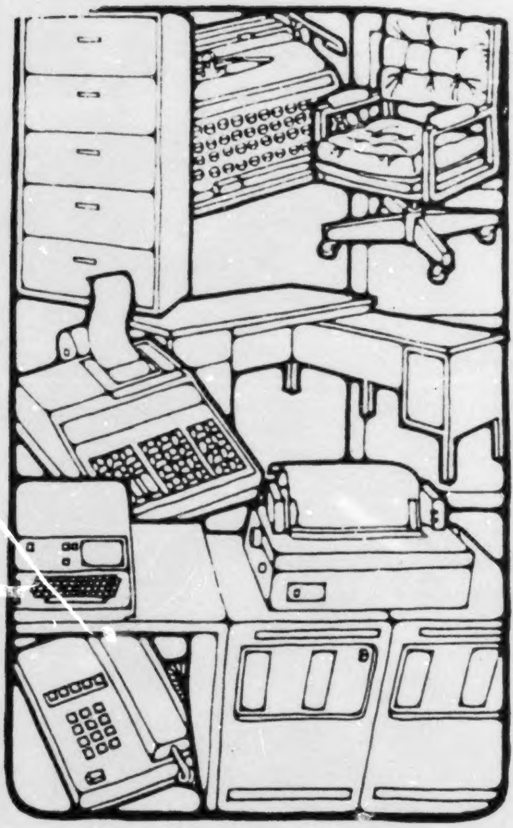
Opening statements - tell the court what you are doing to prove.

Plaintiff presents case. Calls witnesses. Defense may cross examine witnesses. When all witnesses for the plaintiff have been called, the Plaintiff rests his case.

Defendant presents case. Calls witnesses. Plaintiff may cross-examine. When all witnesses for the defense have been called, the defense rests.

Both sides give closing arguments (tell the court that you have clearly proven what you said you would prove).

Case goes to the jury. Usually there is no jury in a civil case but it is a good listening exercise for the students who are not involved in the trial.



TORTS CASE - JONES VS. TURNER

PLAINTIFF - Fred Jones

STATEMENT: I came up to the stop sign. I looked both ways and didn't see anything. I started to pull out. I couldn't have been going any more than two or three miles per hour when out of the blue appeared a speeding car that smashed into the side of my Ford.

DEFENDANT - Greg Turner

STATEMENT: I was driving with my girlfriend, Ann Bradford. We had the top down on the car and was playing the radio. All of a sudden I see this old Ford roll through a stop sign. I slammed on my brakes but couldn't stop in time to keep from hitting it. I had the right of way. I should sue Mr. Jones!

POLICE REPORT

1. Skid marks indicate Greg Turner was traveling 73 miles per hour in a 55 mile per hour zone.
2. Greg Turner suffered a broken leg.
3. Ann Bradford was upset but not physically hurt.
4. Fred Jones was seriously injured.
5. The Ford was in the path of Greg's car.

DIRECTIONS FOR STUDENTS

1. Look through the Tort Laws. Find which apply to this case. Remember the more you can find to support your case, the stronger your case is.

2. Look at the statement from your apponent. Figure out what point you want to establish first. In Greg's case:

   a. was he speeding?
   b. could he have stopped in time if he had been going 55 mph?
   c. was the radio too loud?
   d. was his girlfriend distracting him?

   In Fred's case:

   a. did he run through the stop sign instead of stopping completely?
   b. was he going slow enough to have stopped and avoided the accident?

3. After you determine the point you want to make in court, develop a list of questions that you want to ask each witness.

4. Figure out both sides of the case as if you were representing both people. That way, you will know some of your opponents' arguments and can have a rebuttal for them already prepared.

TORTS LAW SHEET

A Tort is an injury to a person, to property or to a person's reputation or metal state (like emotional trauma). The law on torts is divided into two areas called intentional torts and negligent torts. An intentional tort is a situation in which one person deliberately injures another. A negligent tort is a situation in which one person (the plaintiff) is injured by another (the defendant) because of carelessness on the part of the defendant.

Article 1 - Intentional Torts

If you are a lawyer in a tort case you must decide:

1. Was a tort committed?
2. If so, by whom?
3. Was the tort intentional?
4. Was the plaintiff (the person suing) affected?
5. Did damages result from the act?

SECTION 1: Defining the actions of the defendant. Several kinds of intentional torts are:

Trespassing
Slander - Speaking a harmful lie about someone
Libel - Writing a harmful lie about someone
Battery - Hitting someone, etc.

If the defendant commits any act that harms the plaintiff, the plaintiff can sue for money. Often there is a criminal charge since most crimes are intentional torts in which the state charges the defendant with a crime and try him in criminal court also.

SECTION 2: Before a defendant can be held libel, it must be shown that he intended to commit the crime. If it can be shown to be an accident then no intentional tort was committed.

Clause A: Intending to commit the act doesn't mean he wanted cause the ultimate result. The fact that someone gets cut and bruised is not important. What is important is whether the person who committed the act intended to commit it.

If in swinging your bat at a ball you hit the catcher, you are not liable for an intentional tort. However, if you shoot Jim accidentally while aiming at Ben, you are liable to Jim since you intended to shoot. This is called transferred intent.

SECTION 3: Plaintiff's Damages

If the defendant committed the act and intended to commit the act, the opposition must show that the act caused the plaintiff's injury. The injury may be only emotional (fright) but if the plaintiff intends to collect damages he must prove he has sustained a loss that can be measured in money.

EXAMPLE: If a person throws a punch at the plaintiff but misses him, then no damage has been done.

EXAMPLE: If a person intends to slander (saying a defamatory thing to one person about a third person) the plaintiff but the people he talks to thought he was talking about someone else, then the plaintiff has not been harmed and no damages can be collected.

SECTION 4: Defenses - Even though a defendant committed an intentional, injurious act, there may be a defense. Here are some examples:

Clause A: Self Defense - using reasonable force to protect one's self against bodily harm.

Clause B: Defense of Others - using reasonable force to protect another.

Clause C: Defense of Property - using reasonable force to protect property. (reasonable does not mean killing someone for stealing a stereo.)

Clause D: Legal Authority - police have the authority to use weapons, for instance.

Clause E: Prevention of Crime - a person may use reasonable force to prevent a violent crime. Take not of Clause C.

Clause F: Consent - if you agree to be involved (example - wrestling match) and you are injured, you cannot sue your opponent for damages because you agreed to let him try to throw you around.

Clause G: Necessity - during a natural disaster certain force may be necessary for instance, starting a back fire to fight a fire.

Clause H: Statute of limitations - you have to file your complaint within one year from the date of injury.

Article 2 - Negligent Torts

If you are a lawyer in a negligent tort case you need to ask and answer these questions:

1. Did the defendant owe a duty of due care to the plaintiff?
2. If so, did he breach that duty?
3. Did the breach of duty directly cause the injury?
4. Was the plaintiff injured?
5. Are there any defense?

SECTION 1: Defendant's Duty of Due Care

A person has no duty to rescue another person. But if he does attempt to do so, he must take appropriate care in the attempt.

Clause A: If defendant drives a vehicle on a public highway he has the duty of due care to other motorists.

Clause B: Foreseeability - if a reasonable person in the defendant's position could have foreseen the result, the defendant is liable.

EXAMPLE: If a person carelessly sets a house on fire and it spreads to other houses, is he responsible for only the first house, or all of the houses?

Clause C: The defendant may have higher duty of care to a person with a special relationship, like child or guest.

SECTION 2: Duty Reduction - the Duty of Due Care owed by the defendant is that of a reasonable person in the same situation; but, if the defendant is insane or blind or a child, the standards of due care may be reduced. It needs to be reasonable for a person that age and in that condition.

SECTION 3: "Proximate" Cause - this means the primary cause. The defendant is liable if it can be shown that the plaintiff would not have been injured except for the defendants negligence. However, if the plaintiff would have been injured anyway, regardless of the negligence, then the defendant is not liable.

SECTION 4: The plaintiff must prove injuries which can be compensated by money. Just mental anguish without a physical injury probably would not recover money.

SECTION 5: There are three main defenses

Clause A: Assumption of Risk - if a plaintiff pets a dog in a yard designated by a "Beware of Dog" sign, the plaintiff placed himself in danger. However, if the plaintiff is a child and can't read, the defense might be disallowed.

Clause B: Contributory Negligence - if both the defendant and plaintiff are equally negligent, the plaintiff cannot collect damages.

Clause C: Statute of Limitations - the case must be filed within one year.

VANDALISM

OBJECTIVES: To define the offense of vandalism and to impress upon the students the cost of vandalism and possible side effects or damage to persons, as well as to property.

VOCABULARY: Vandalism

Libel

Forgery

PROCEDURES:

1. What monetary consequences resulted in the act described in ths case?
2. What damage could have been done to others as a result of the messages?
3. Could the parents of the young lady who was the target of the messages on the wall have taken any legal type action?
4. Besides being punished by school authorities, how else could the vandalizing person be further punished?
5. What about the inconvenience of the closed bathroom because of the need to repaint?
6. What possible psychological injury may result from the obscenities written on the wall?
7. What other actions by Cathy do you consider questionable?

SITUATION

Wendy and Cathy were run-off candidates for President of the Student Council. A committee of students who had been members of the Student Council were selected to count the votes. The committee determined that Cathy had won. Although the committee had been told not to disclose who had won, one student, a close friend of Cathy, told her she had won.

The Student Council Advisory, as was the custom, rechecked the count of the committee and discovered that an error had been made. Wendy, not Cathy, had won the majority of the votes cast.

The results of the election was announced at the end of the last period of the day. Cathy excitedly awaited the announcement knowing she had won. When Wendy was announced as winner, Cathy burst into tears, got up and dashed out of the class. She rushed to the classroom of the Advisory. She demanded an explanation of what kind of ballot manipulation the Advisory had use to cheat her out of her rightfully won office! Explanation of the error, in addition, was not satisfactory. Cathy accused the teacher of changing ballots so that Wendy would win. The Advisor suggested that Cathy choose three teachers as a committee to recount the ballots. The recount verified the Advisor's tally and no evidence of ballot changing was discovered. Cathy was not a bit satisfied, vowing she would get even with Wendy.

Two days later, on the girls' restroom walls, five messages were written in large felt markers. All five were in different colors and "signed" by five different students. The messages covered one entire wall and accused Wendy of many vulgar and immoral acts.

Wendy went to the bathroom, read what was the and immediately reported it to the Administration. The Principal asked two female teachers to check it out. When they verified the report, the restroom was locked. A policeman at the school on other business was asked to check. He determined that the signatures were made by the same person even though attempts were made to make them look like five different signatures. A teacher who had escorted the police officer recognized one signature as the handwriting of Cathy.

After some questioning and several vehement denials, Cathy admitted that she was the guilty party.

FORGERY

OBJECTIVE: To define the offense of forgery and to impress upon the student the effects and consequences of the offense.

CONCEPTS:

1. Obtaining money or services by use of forged documents.
2. Practice of fraudulent actions.

PROCEDURES:

1. A copy of Monique's story will be given to the class for study.
2. After having read the Monique situation, a discussion will be conducted bringing out the following points:
    - a. Was what Monique's mother did such a bad thing?
    - b. Was Monique guilty of forgery?
    - c. Assuming Monique was like not teenagers today, how could she have violated other laws by using the doctored birth certificate?
    - d. How could Monique's mother have injured her psychologically?
    - e. Should Monique's mother have been punished?
    - f. Could the Mother's act have had any influence upon Monique and her attitude toward laws in general?
    - g. What other major law infraction is Monique guilty of?
    - h. How should Monique be punished by the Social Security and Medicare offices?
3. What other types of forgery can you think of?
4. Can you think of an incident when someone forged a signature?
    - a. School Progress Report
    - b. Absentee Excuse
    - c. On Report Card

SITUATION

Monique and her family had recently moved into town. Monique made many new friends through the summer. In the Fall (September), all these new friends would be going to school for the first time. Monique, however, could not because she would not be old enough until after Christmas.

Monique was large for her age, actually taller than most of her new friends. She was very smart and "mature" for her age as well. Her mother thought it was stupid that Monique could not go to school with her friends. Besides, what would this little girl do all day while her friends were at school? Monique's mother thought there must be a solution. Why not just alter the birth certificate? What harm would this do? So, with the altered birth certificate, Monique went off to school with her friends.

Monique went through school with no problems. She subsequently discovered the change made on the birth certificate, but she did not mind being one year older that her official age. This age was used throughout her life.

At age 65 Monique retired from a very successful career and applied for Social Security and Medicare, using the altered certificate as proof of age. Her application was approved. About one year later, she received a letter advising her to report to the local Social Security Office. She was informed that the error on her birth certificate had been discovered and asked to explain, if she could, why the birth certificate was different from her actual date of birth.

PASSING COUNTERFEIT MONEY

VALUABLES FOUND BY INDIVIDUALS

OBJECTIVES:

1. To impress upon students the consequences of passing counterfeit money.
2. To impress upon the students the actions which should be taken when valuable property is found.

PROCEDURES:

1. Students will receive a copy of the incident and be given time to read and digest the contents.
2. Discuss the incident covering the following points:
    a. What would you do if you found a large sum of money?
    b. What should you do under the circumstances as stated?
    c. Are Jim and Frank guilty of passing counterfeit money?
    d. What actions should Jim and Frank take regarding the items they had purchased?
    e. What legal action should be taken by the law against the two boys?
    f. Should Jim have been advised that he was under arrest and should his rights have been read to him at this time?
    g. What consequences could occur to others (family, etc.) from this accident?

SITUATION

Jim is restoring a Model A Ford and discovers he needs a carburetor kit to rebuild the thing. He investigates a local parts agency and discovers that they have the kit but it costs fifty-five dollars. He just does not have that amount of money at this time. The parts dealer tells him that he knows a farmer who has a Model A in his barn and so far as he knows, no plans are in the making to do anything with it.

Jim and his friend, Frank, take Jim's dad's car and proceed to the farm where the car is stored. Sure enough, the farmer does not intend to do anything wit the car, so he offers the part (carburetor) for ten dollars. Jim accepts the offer.

On the way home, Frank spots something that looks like a bill (money) along the roadside. Jim stops, they get out and sure enough it is a twenty dollar bill. Upon searching around, they find other bills totaling two hundred and forty dollars. What a great deal this is, the boys think. So, they divide the money and drive back to town while congratulating themselves on their good fortune.

Jim finds that the part he got from the farmer did not work satisfactorily. So, he goes to the parts dealer and buys the kit using three of the bills he and Frank had found.

Frank had just been awarded an athletic letter as a member of his high school basketball team. The school did not give sweaters or jackets with athletic letters. So, he went to the local athletic and sports store where he purchased a sweater for thirty-five dollars using two of the bills.

That evening while Jim's family was finishing dinner, there was a knock at the door. Jim answered the door. The many at the door showed an identification which looked like a police badge and asked if he were Jim Brown. Jim replied that he was. The man then asked for Jim's father and requested that the two accompany hm to the Police Station.

When they arrived at the Police Station, there sat Frank with his father. Both Jim and Frank looked at each other non-verbally asking each other what it was all about. Each shook their heads no in unison.

One of the men advised that they were FBI officers and read them their rights. Neither the boys nor their fathers requested an attorney be present so questioning proceeded. Each was asked if they had made the purchases, which they affirmed. The next question was, "Where did you get the money?" Quickly, Jim told the officers about the circumstances of finding the money. Frank verified Jim's story. They were then advised that the bills were counterfeit.

ARREST AND SEARCH

OBJECTIVES:

1. To acquaint the students with the concept of arrest.
2. To explore the idea of search, legal and illegal.

PROCEDURES:

1. A copy of the account of Steve will be given to the class for study.
2. After having studied the case, each student will be asked to decide whether the actions of the police were legal or illegal, then to write their reasons for their decisions.
3. Class discussion will follow, hopefully bringing out the following points:
    a. Was Steve actually under arrest?
    b. Was his search legal?
    c. Was the search of the vehicle legal?
    d. Should Steve have been read his rights at an earlier point?
    e. Should he have been advised why he was stopped and why he was searched.
    f. If Steve had been observed under these circumstances by a group of his students, what circumstances could have resulted?

    g. What is your overall opinion of the conduct of the three police officers.

(A follow-up story is attached — of circumstances leading to the incident)

SITUATION

Steve had traded his Buick Opal for a Datsun pick-up truck. The license plates were transferred by the dealer's salesman from the Opal to the pick-up truck. Steve drove from the dealer's car lot to the Highway Patrol License Bureau to have the license transferred to the pick-up truck.

Enroute he noted that he was being followed by a city police car. As he turned into the parking lot where the license bureau was located, two other patrol cars came at him from two different directions. His truck was boxed in by the three patrol cars. The police officers jumped out of the vehicles.

Steve was ordered out of the truck and instructed to place his hands on top of the truck, step back two paces, and spread his feet apart. He was then administered a pat-down search. In the pocket of his jacket, a plastic realistic-looking 32 automatic pistol was found. His vehicle was thoroughly searched and nothing was found.

In the meantime, nothing was said after the original instructions. He was not advised of his rights, nor was he advised that he was under arrest. The police officers were polite, but still all business. One officer had made a rapid check and had discovered that the license plates were registered to one Steve Folland and to a Buick-Opal two-door sedan.

Steve started to tell them why this was so, at which time he was stoped and advised of his rights. He was asked if he wanted a lawyer present before making a statement. He replied to the effect that none was required since he had nothing to hide. He then told them about the automobile trade and that he was on his way to make the license transfer. Further, the toy pistol had been confiscated from a pupil in a classroom at school where he taught.

The information Steve gave was verified via radio and telephone by the police officers. The police officers told Steve they were very sorry, got in their patrol cars and drove off.

(A FOLLOW-UP OF CIRCUMSTANCES LEADING TO THE INCIDENT)

A robberty had been reported at a bank not far from the automobile agency. The robber was described as a white male, slight build, about 5' 11", having black hair and a mustache, and wearing a blue windbreaker. What appeared to be a 32 automatic pistol was use to threaten bank employees. He escaped in a blue Datsun pick-up truck turning on to and driving down the street passing the automobile agency. This description fit Steve and the truck.

As a sidenote, the Chief of Police called Steve to apologize and to advise him of the robbery and the description given; which Steve agreed logically led to the action taken by the police.

INTRODUCTION TO LAW - A MINI-UNIT

OVERVIEW

This is a mini-unit to introduce the Middle School student to law. The primary purpose is to promote a positive attitude toward the law. The unit is divided into ten (10) lessons.

LESSON 1: "Pre and Post Test Opinion Survey" - To be given to students before the unit is begun. Then to be given again after the unit is completed. The purpose is to help determine if any change in attitude has occurred with more knowledge of the law.

LESSON 2: "What is the Law" - This lesson is to familiarize students with reading statutes and given situations, being able to determine if the law has been broken.

LESSON 3: "What Criteria Should a Law Fulfill? - This lesson deals with the language of law. It is also to show students how vague laws can sometimes be without intention.

LESSON 4: "Consequences of Crime" - This lesson is in twoparts. They can both be done the same day or in two days depending on time allotted for discussion.

PART I

"What's your Opinion of a Citizen?' Have the students answer the four questions on the hand-out. When all the students have finished answering the questions, have them share answers and explain their reasons.

PART II

"Who Suffers?" Have the students read each case and answer the questions. Allow time for discussion of each case.

OBJECTIVES:

1. To show students that as a citizen of the U. S. that they have certain responsibilities.
2. To demonstrate to students that when a crime is committed, many people are affected.

LESSON 5: This is a vocabulary lesson to introduce students to law terms.

LESSON 6: This lesson is to familarize students to steps and procedures in the criminal system. This is also a lesson in chart reading and sequencing.

LESSON 7. "Profile of a Law Enforcement Officer"

LESSON 8: This is a two-day lesson to promote a positive attitude toward law enforcement officers. It is also to familiarize students to the many jobs of these people.

LESSON 9: This is a Culminating Activity which will allow the students to demonstrate their knowledge of law.

LESSON 10: Have the students take the Pre and Post Test again to compare attitudes at the beginning of the unit to the attitudes of the students after acquiring some knowledge of law.

PRE AND POST STUDENT OPINION SURVEY

Statement	Agree	Undecided	Disagree
1. You have to be a lawyer to know the difference between right and wrong.			
2. The ordinary citizen plays no active part in preventing crime.			
3. Judges sometimes feel sorry for those who break the law for the first time.			
4. You should obey all laws whether you agree with them or not.			
5. Being honest makes you feel proud.			
6. It is a serious crime to interfere with the law officers while they are doing their job.			
7. Prisons should be used for those who break the law.			
8. Police pick on young people.			
9. Parents can be made to pay for damage their children do.			
10. Police are usually fair in enforcing the law.			
11. Criminals are usually uneducated.			
12. No one forces a person to break the law.			
13. It is important that all students understand the consequences of crime.			
14. If you break the law, you always to to prison.			

Statement	Agree	Undecided	Disagree
15. If an officer was arresting someone and asked for your help, you would help him.			
16. One major cause of juvenile delinquency is poor home conditions.			
17. I am proud to be a law-abidding citizen.			
18. I would consider a job in law when I grow up.			
19. When a crime is committed, many people suffer.			
20. It would bother you to be put in prison.			
21. It is alright to rob from the rich to give to the poor.			
22. The courts are too easy with lawbreakers.			
23. Juveniles who break the law are treated differently than adults who break the law.			
24. The only job of law enforcement officers is to arrest people.			
25. Police officers try to make the cities safe for everyone.			

WHAT IS THE LAW?

Read the following laws from the Florida Statutes. Then read each of the following cases. Tell if the law has been broken in each case. Explain your answers.

812.13 Robbery.

(1) "Robbery" means the taking of money or other property which may be the subject of larceny from the person or custody of another by force, violence, assault, or putting in fear.

(2)(a) If in the course of committing the robbery the offender carried a firearm or other deadly weapon, then the robbery is a felony of the first degree, punishable by imprisonment for a term of years not exceeding life imprisonment.

(2)(b) If in the course of committing the robbery the offender carried a weapon, then the robbery is a felony of the first degree.

(2)(c) If in the course of committing the robbery the offender carried no firearm, deadly wea-pon, or weapon, then the robbery is a felony of the second degree.

(3) An act shall be deemed "in the course of committing the robbery" of it occurs in an attempt to commit robbery or in flight after the attempt or commission.

NAME ____________________

WHAT IS THE LAW?

CASE 1: Susie walks into a department store. While in the store, she looks at several tables of jeans. Along the way, she forgets and walks out of the store with a pair of jeans. She decideds since she already has them, she may as well keep them.

Broken?_______ Not Broken?_______

Why?

What if Susie returns them? Explain your answer.

CASE 2: Mark, a poor little 8 year old, who has not even enough money to buy lunch, goes into a store and takes a 25¢ candy bar. He eats it and feels much better because he had something to eat.

Broken?_______ Not Broken?_______

Why?

CASE 3: Betty goes into the store for some bubble gum. She buys five pieces of gum. Since it is Christmas, the store owner throws another piece into the bag.

Broken?_______ Not Broken?_______

Why?

NAME ____________________

WHAT IS THE LAW?

843.06 Neglect or refusal to aid peace officers.- Whoever, being required in the name of the state by any officer of the Florida Highway Patrol, police officer, beverage enforcement agent, or watchman, neglects or refuses to assist him in the ececution of his office in a criminal case, or in the preservation of the peace,or the apprehending of securing of any person for a breach of the peace, or in case of the rescue or escape of a person arrested upon civil process, shall be guilty of a misdemeanor of the second degree, punishable as provided in s.775.082 or s.775.083.

CASE 1: Paul sees a policeman chasing someone. He can hear the officer yelling "stop." The policeman appears to be in control of the matter. Paul is afraid he will be in the way if he tries to help.

Broken?_______ No Broken?_______

Why?

CASE 2: Jeff is walking outside. A law enforcement officer runs by Jeff requesting Jeff's assistance in apprehending the suspect. The suspect has a gun and Jeff is afraid he will get hurt, even though the policeman tells Jeff that the gun was taken from the store and was not loaded. Jeff doesn't help the office. The officer does apprehend the suspect.

Broken?_______ Not Broken?_______

Why?

CASE 3: Billy is asked to help a police officer. He does and together they apprehend the suspect.

Broken?_______ Not Broken?_______

Why?

"WHAT CRITERIA SHOULD A LAW FULFILL?

This should be a two-day lesson.

DAY 1

Divide students into groups of four or five. Have students brainstorm criteria they feel a law should fulfill. Remind them to be specific; many laws are too vague. This should take 10 to 15 minutes. Have them share their ideas with the class.

Then have the students suppose that their group is the town council for a small community. They are to write at least ten laws for their community.

DAY 2

Have each group present their laws to the class and review the criteria they decided on.

Lead a discussion for each group. Some questions you may want to use to stimulate a discussion are:

1. Do the laws fulfill the criteria of the group?
2. Do you see any loopholes in any of the laws?
3. Are these laws fair?
4. Why do you suppose they choose these laws?
5. What does this list of laws tell you about what we feel is important?

NAME ____________________

Consequences of Crime - What's Your Opinion as a Citizen?

1. Would you feel better about yourself if you played a game honestly and lost than if you won by cheating. Explain your answer.

2. Is there a difference between telling a referee about a player breaking a rule and telling a Law Enforcement Officer about someone who has broken the law? Explain you answer.

3. If you think a law is unfair, should you break it? Explain. If your answer is "no," what would you do?

4. Why do you think it is smart to learn all you can about the law and punishments?

NAME ____________________

Consequences of Crime — Who Suffers

CASE 1: A teenager is accused of planning a $2 million dollar train wreck in Jacksonville. He pleaded guilty in court yesterday.

John Jones now awaits sentencing. He faces up to 20 years in prison.

Three hundred new automobiles were on board 24 of the cars of the freight train that was wrecked.

1. Who suffers as a result of the crime?

2. Does this crime affect you or your parents in any way? If so, how?

CASE 2: A teenage girl was arrested last week for stealing $250.00 worth of clothing from a department store in town.

Two years before that, the girls was fined by another judge for the same crime.

1. Who suffers as a result of her crime?
2. How would you feel if you were her friend?
3. How would you feel if you were her parent?

CASE 3: The police shot and wounded a "junkie" burglar who broke into a drugstore in an attempt to satisfy his habit. The youth fired a shot at the policeman pursuing him.

1. Who suffers as a result of the crime?

2. How many crimes did this one person commit?

3. How did one crime lead to another?

VOCABULARY

On a separate sheet of paper, write each word three times. Define each word and write a sentence using each word properly.

delinquent
juvenile
intent
trial
court
judge
arrest
acquital
appeal
defense attorney
guilty
crime
public offender
juror
jury
verdict
defendant
investigation
law
bail
evidence
plea
witness
testimony
reasonable doubt
sentence
oath
offense
felony
misdemeanor
due process
suspect

LESSON II

TITLE: Work Search Puzzle - Using Law Terms

OBJECTIVE: Vocabulary Development - Through the use of a word search puzzle, the child is provided with a form of entertainment and learning device at the same time. The puzzle should present a challenge to the children, which motivates them to seek a solution. This activity could be used as an introduction or accumulative exercise.

PROCEDURE: Across the top of the oak tag, put the heading Work Search: Law Terms, and list the following words: appeal, arrest, bail, case, civil, con, conviction, crime, delinquent, innocence, judgment, jury, law, liberty, life, misdemeanor, plaintiff, police, probation, prosecute, raid, rehabilitate, search.

Write the following directions on master or on a separate card:

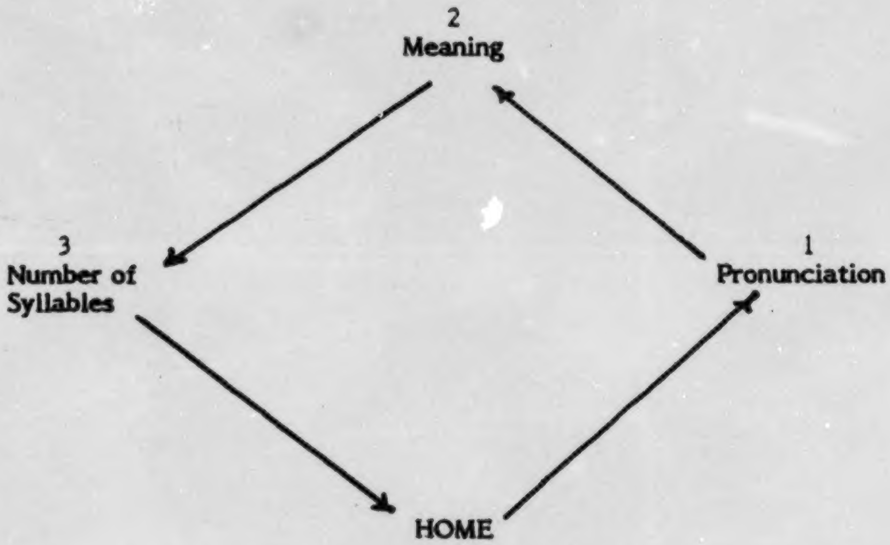
Copy the list of words from the oak tag onto a sheet of paper. Find each of the words or your word search puzzle sheet, and draw a line around it. Then put a check mark by the word on your list. Continue in this manner until you have found all the words that are on the list.

Two alternative activities are provided. First, there is a vocabulary "Baseball Game," drawing upon the law terms in this unit. Second, there is a coloring activity keyed to vocabulary words in law, as to the kind of word --reinforcing English useage.

NAME ____________________

R A I D D A S U R T J E R A E S T
E L I B E R T Y C I V I L O S R E
H A B A E B J S R Y S Q U I A E P
A S E T R J U W I N L A W O C R R
B H I A L Q D Y M P A T R I O S R
I E C L H R G W E L L I L J U S O
L P M I S D E M E A N O R M N D S
I M O F S T M T N I P C A S M E E
T E O E L S E M E N T O D C N L C
A L I B Y I N B T T S T U O T I C
T A R R N B T N N I J A I N N Q T
E S U T U J A S T F D T E M A U E
A J L W R D A I I F C T B L C E S
T O P Q N D A H L I W O L A J N P
S N Y E F E D N V L A R R E S T R
E U F P H A B N N I A U R P O W E
J E R A D N O I T A B O R P T L A
D E L O H C O R D E H C R A E S T

VOCABULARY BASEBALL



Use of Word in Sentence

Choose two teams of four players each. Give each player a game marker. Show the first player a flash card with a vocabulary word concerning law. Player places his markers at home plate. He moves to lst base if he pronounces the word correctly. He moves to 2nd base if he can give the meaning of the word. He moves to 3rd based by identifying the number of syllables. He scores a run if he can use the word correctly in a sentence. If the player makes an incorrect answer the word goes to the other team. A winner is declared when one team scores 10 runs.

Make your baseball diamond on poster board and laminate it. Choose words appropriate to your group.

Sorry

Innocent

Attorney

Big

Judge

Stern

Guilty

She

They

Defendant

We

Court

Shy

Sad

Jury

Sentenced

Helpful

Bailiff

Serious

Wrong

Tried

Angry

Careful

Justice

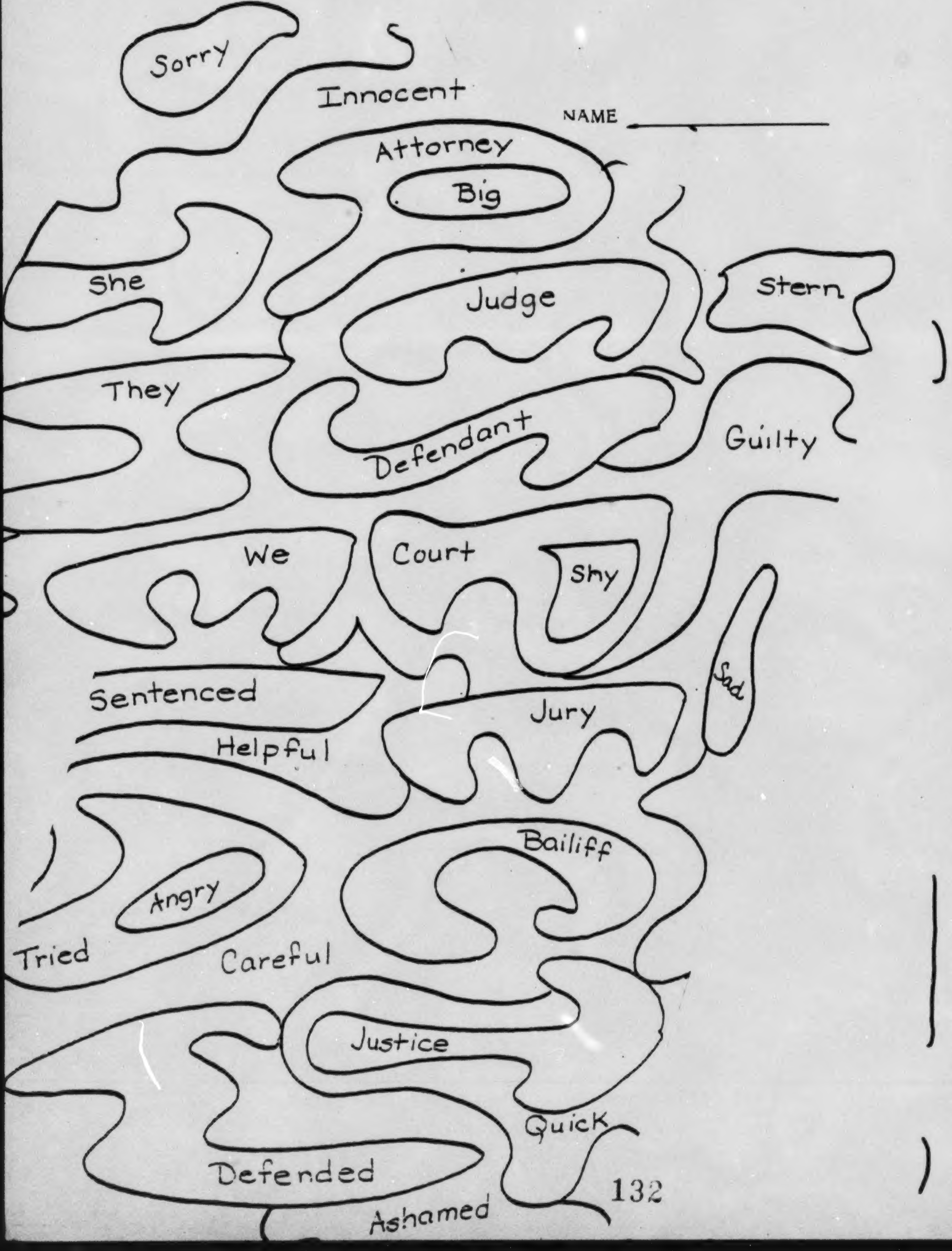
Quick

Defended

Ashamed

Hard

NAME ____________


Sorry
Innocent
Attorney
Big
She
Judge
Stern
They
Defendant
Guilty
We
Court
Shy
Sad
Sentenced
Jury
Helpful
Bailiff
Angry
Tried
Careful
Justice
Quick
Defended
Ashamed

THE CRIMINAL JUSTICE SYSTEM

STAGE		ACTION TAKEN	OTHER POSSIBILITIES
1.	Apprehension	Investigation Apprehension Arrest Booking	Case dropped for insufficient evidence
2.	Indictment Court accepts a lesser plea	Preliminary hearing Setting a bail Evidence considered by grand jury Indictment handed down Case placed on docket Arraingment Plea gn	Charges reduced Case dismissed Court accepts a lesser plea
3.	Trial	Witnesses testify Prosecution and defense argue the case Jury returns a verdict	Mistrial declared Defendant acquitted Appeal to a higher court Appeal to a higher court
4.	Sentencing	Judge pronounce sentence fine imprisonment of both Sentence begins	Suspended sentence Probation Pardon Parole

THE CRIMINAL JUSTICE SYSTEM

STAGE		ACTION TAKEN	OTHER POSSIBILITIES
1.	Apprehension	Investigation Apprehension Arrest Booking	Case dropped for insufficient evidence
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4.	Sentencing	Judge pronounce sentence fine imprisonment of both Sentence begins	Suspended sentence Probation Pardon Parole

MAPPING THE CRIMINAL SYSTEM

Number each of the steps in order beginning with #1 and finishing with #13 (Out-of-the-System).

1___. CRIME

___. INDICTMENT

___. BOOKING

___. TRIAL

___. PAROLE

___. IMPRISONMENT

___. INITIAL (FIRST)

___. APPEARANCE

___. ARREST

___. PRELIMINARY HEARING

___. ARRAIGNMENT

___. SENTENCING

___. INVESTIGATION

13__. OUT-OF-THE-SYSTEM

TEACHER DIRECTIONS - PROFILE OF A LAW ENFORCEMENT OFFICER

This is a two day lesson.

DAY 1

Have students list their ideas of qualities they like to see in law enforcement people. Compile a common list on the board. Briefly discuss and have the students justify each of the qualities.

As the students to list qualifications a law enforcement officer should fulfill before becoming an officer of the law. Compile a common list on the board.

Have the students do the hand-out "Profile of a Law Enforcement Officer."

HOMEWORK: Have the students draw a picture portraying a law enforcement officer doing his/her job.

DAY 2

As a follow-up lesson, have the School Resource Officer come in and speak to the class about his/her work and training.

If the school doesn't have a Resource Officer, invite a guest speaker to come in and speak with the class.

NAME ____________________

PROFILE OF A LAW ENFORCEMENT OFFICER

Check each duty below you feel might be part of a law officer's job on any given day.

___Control traffic

___Stop and question people

___Issue traffic tickets

___Give first aid

___Make arrests

___Give directions

___Testify in court

___Escort parades

___Give information

___Create good relations in the community

___Stop family disputes

___Guard visitors

___Rescue lost persons

___Help people who have lost keys

___Advise youngsters

___Control Crowds

___Watch school crossings

___Pick up stray dogs

___Recover lost or stolen property

___Handle mentally disturbed persons

___Search of crime scenes

CULMINATING ACTIVITY

Each student is to bring in a newspaper article. To show their understanding of the law, the students are to evaluate the law by:

A. Giving an overview of the article.

B. Deciding what law was broken.

C. Deciding the punishment for the crime based on two situations:

   1. A first time offender;
   2. A repeated offender.

D. Have the class decide if these punishments are fair or unfair and justify their reasons.